

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Definition of Teaching Writing

According to Santos and McKay is teaching writing should have ideological. On the other hand, Sarah Benesch said that “ all from instruction are ideological”. She point out that in its attempts” to adapt students to status quo” by presenting the demands of literacy as “ positive artifacts of normative academic culture. We get the point that as educators must have ideological position to deliver the message and to know the role play of educators that relate on the subject. Ideological make the teacher understand how to teaching writing, so the students can understand easily with their task.

Closely allied to ideology comes theory and our views of language, the nature of language learning, writing and the nature of learning of composition even if we never articulate our teory to ourselves, they become apparent to other in our syllabus and choice of material and activities. As a teacher we should choice the material of writing that appropriate with our culture. If there is correlation between the culture and material it will become the meaningful learning. The students get the sense and able interpret with

own selves. On the hand process writing is commitment of content, fluency, personal voice and revising<sup>1</sup>.

Murphy's said that 'the strong teacher is reflective teacher and part of necessary background preparation for becoming teacher of writing is to recognize that every teacher brings to the classroom philosophy of teaching and set of beliefs about learning. Teaching writing take place : student produce written text that are expected to exhibit increasingly advanced levels of proficiency as the students writer progress through a curriculum and teachers must make choices about hoe various earning experience will promote the goal.

Brown states that as the member of literate community, people need to learn how to write. In writing learning, the teachers need to give special treatment in order to facilitate the students in learning process. The teacher should give more attention to the students in the process of writing since writing can also be considered as a discovering process. The guidance from the teacher is necessary for students on several steps in the writing process<sup>2</sup>.

## **B. Genre of writing**

Genre can be defined in term both of intended from and the intended function of the writing. From is writing product. The function are term of

---

<sup>1</sup> Jack Richard And willy, *Methodology in Language Teaching* (USA : Cambridge University Press, 2002) 306-308

<sup>2</sup> Nada Raudhotul Muthohharoh, *Using Feedback in Teaching writing Descriptive Text*, Loquen, Volume 11,Number 01,( June 2018) p.44

communicative function, as a traditional language teaching (describing, inviting and apologizing), terms discourse mode, traditional in writing instruction(narration, exposition, argumentation and discription)<sup>3</sup>.

1. Academic writing : papers, general subjectreport essays, compositions academically focused journals, short answer test responses, technical respotrses, techical reports, these, dissertations.
2. Job-related writing : massages, letters/emails, reports, schedules, labels, sign advertisements, announcements manual.
3. Personal writing : latters, emails, greeting card, invitations, massages, calendar entries, shopping list, reminders financial documents, medical reports, immigration documents, diaries, personal journal fiction such as short story, poetry<sup>4</sup>.

### C. Types of Writing Performance

1. **Imitative** : there are some basic learner that the students must have such as basic task of writing letters, words punctuation, and sentences. Two of components most central to any writing course that the writing assignment that students are asked to do and the method of feedback provide to the learner on their evolving writing skills. On the one hand,

---

<sup>3</sup> Sara Cushing Weigle, *Assessing writing*, (United Kingdom : Cambridge University press, 2001) 95-96

<sup>4</sup> H Douglas Brown, *Language Assessment Principle and Classroom practice* (California: longman.) 219-220

there are several skills in writing such as handwriting, spelling, punctuation, well formed sentences, paragraph and text it called mechanic<sup>5</sup>.

a) Teaching Hand writing

Because of everything use digital media, so some students get difficultness to write by hand. Lately a lot of writing is base on compter. We don't need write with our hand but we attempt to explore handwriting with the media postcard. If students get trouble with aspect of handwriting that the teacher follow two stages such as recognition and production of letter.

b) Teaching punctuation

Before we write text, we should attention of punctuation such as capital letter and coma. Ex. : Robet, Clara, Thomas. Where writers are using email communication, the need accurate puncuation (spelling) does not seem to be so great. Features such as capital latter and apostrophes are frequently left out.

c) Teaching coping, sentence, paragraph, and text.

Copying is activities of students that write the model of word from the teacher. Copying is make students have handwriting skills

---

<sup>5</sup> Jeremy Harmer, *How To Teaching Writing*, (Malaysia : Six Impression, 2007) 44-45

and punctuation. Next is sentence, it's important in writing academic. Making sentences with grammar correctly is determine good writer. On the one hand, paragraph is not escape from the text. Substitution drill is one way to produce that encouragement the students to write paragraph with only read the text.

2. **Intensive (controlled)** : beyond the fundamentals or imitative writing are skills in producing appropriate vocabulary within context, collocations and idioms and correct grammatical features up the length of a sentence.
3. **Responsive** : this assessment take to performance discourse level, connecting sentence into paragraph and creating logically connected sequence. Genre of writing include narrative, descriptions, short report and responsive reading, it emphasize on context and meaning.
4. **Extensive**: extensive implies successful management of all the processes and strategies of writing all purpose, up to the length of an essay, paper, major research project report, thesis. Writer focus on achieving a purpose organizing, organizing developing idea, using support.

#### **D. Techniques for getting started**

##### **1. Brainstorming**

Students have previous knowledge or information as a draft to be a topic. Sharing with friend about hot issue or news to be the topic before

start to write. Brainstorming is to create creativity that relate reference or source.

## **2. Listing**

Listing can be quite and essentially individual activity. The students is encouraged to produce lengthy list a possible of all the main idea and subcategories that come main as he or she think about the topic at hand.

## **3. Clustering**

Clustering is key word to get idea that use words or phrase. Completed cluster can look like spokes on wheel or any other pattern of connected lines depending on how individual association or relate to other<sup>6</sup>.

So the write choose brainstorming for pre write in academic writing. Brainstorming is create and exprese the idea. They are creative to construct sentence by sentence be good paragraph. Brainstorming is helpful for students.

## **E. Goal setting**

Responding to students writing has the general goal of fostering students improvement. Teachers need to develop responding methodologies which can foster improvement, they need to know how measure or recognize improvement, they occur. As with so many aspects of teaching writing, one of them is setting goal. Setting goal is the

---

<sup>6</sup> Marianne Celce – Muria, *Teaching English As A Second Or Foreign Language third Edition*, (USA : Dewey Publishing Data 2001) 219-224

teacher focus on implementing a variety of response type and training students to maximize the insight of prior feedback on future writing occasions.

Shaping feedback, students must also be trained to use the feedback in ways that will improve their writing, be it on the next draft of particular paper or on another assignment in two relate case studies analyzing a very large number of marginal and end comments written by experienced.

According to Richard and Renandya the proses writing as a classroom activity incorporates the four basic writing stage planning, drafting (writing), revising (redrafting) and editing and there other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing<sup>7</sup>

## **F. Narrative Text**

### **1. Definisi of Narrative Text**

Narrative is art that the function of the relationship between two worlds: the fictional world created by the author and the “real” world, the apprehendable universe. In some narratives the author tries to control the reader’s response more fully than in others.

---

<sup>7</sup> Ila Amalia “Fostering Student” Writing Skill Through Peer Feedback Activity: A Case Study at Uin Smh Banten”, Loquen, Volume XI, Number 01, (june,2018). P.5

Narrative art requires a story and a storyteller. In the relationship between the teller and the audience natural basis of narrative art. In any example of narrative art there are, broadly speaking, three points of view those of the characters, the narrator, and the audience<sup>8</sup>.

According to young black Americans, William Laboy oral narrative have the six parts or stages of this pattern such as abstract, Orientation, Complicating action, Evaluation, Result or resolution narratives. In written fiction, the ‘abstract’ is usually provided by the title. The orientation is to be found at all it most often found at the start (it is the “who, what, where, when, of the story), The ‘complicating action’ unsettles the initial balance and prepares the ‘resolution’ the ‘coda’, usually placed at the end of the narrative, is where things are rounded off where the ‘(implied) author’, or the ‘narrator’. Parts company with the ‘reader’<sup>9</sup>.

Narrative is imaginative story or fiction that aim to entertain people. Narrative is consist of verbal and visual sign, The study of narrative is narratology. According to Wales “ Basically a story, of happenings or events, either real or imaginary, which the narrator considers interesting or important. Narratives are most commonly

---

<sup>8</sup> Robert Scholes, dkk., *The Nature of Narrative*, (New York : Oxford University Press, 2006) 82-85

<sup>9</sup> Jane Austen, *Narrative Techniques A Stylistic and Pragmatic Analysis*, (England : Ashgate Publishing Limited A, 2009) 13-15

narratives are most commonly narrated in words, in speech (as in oral literature and jokes) or (chiefly) in writing; but they can be enacted dramatically on stage, or visualized in the images in the images of film and gesture of mime<sup>10</sup>.

Narrative text is the story to tell the listener or reader that using media include image, sound, or other combinations<sup>11</sup>. The generic structure of narrative text are orientation, complication, resolution and reorientation. The grammar of narrative are usually simple past tense and past perfect tense.

## 2. Kinds of Narrative

Writing of fiction is easy for students, Furthermore, they are familiar with genre and they have experience before. Jerome Bruner explains in *Acts of Meaning*, “stories make ‘reality’ a mitigated reality”. Children are predisposed naturally and by circumstance to start their narrative careers in that spirit. And we equip them with models and procedural tool kits for perfecting those skills. Without those skills we could never endure the conflicts and contradictions

---

<sup>10</sup> Steven Cohan And Linda M. Shires, *Telling Stories A theoretical analysis of narrative Fiction*, (Francis : British Library Cataloguing in Publication Data, 2001) 54-56

<sup>11</sup> Dan melntyre, *point of view in plays. A cognitive stylistic approach to viewpoint in drama and other text-types*, (Amsterdam: John Benjamins Publishing Company, 2006) 95

that social life generates". Encourage students to consider the following forms of fictions<sup>12</sup>.

- a) Legend : legend is one of narrative text that to tell the readers or listener about human life history. Legend as same of folktale. It's short history. In Indonesia there are legend such as Sangkuriang, Malin kundang, Danau toba, Tangkuban perahu.
- b) Fable: the short story that the actor is animal like human life. They can speak and action. In fable there is important values as we as audience. Fable such as : story monkey and crocodile. Smartest parot, mousedeer and crocodile.
- c) Fairytale: the story of imagination that the actor is not in the real life. Sometimes fairytale is appropriate to young learner. The example of fairytale are Cinderella, snow white, beauty and the beast, the story of Rapunzel.
- d) Science fiction: According to Basil Devenport. 1995, Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is taht class of prose

---

<sup>12</sup> Joyce Armstrong Carroll And Edward E. Wilson, *Acts Of Teaching How To Teaching. How To Teach Writing*, 111

narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are: To the Moon from the Earth by Jules Verne, Starship Trooper by Robert Heinlein, A Space Odyssey by Arthur C. Clark.

### **3. The example of Narrative text especially fable text**

The lion and the mouse

One day when a lion, the king of the jungle was asleep, a little mouse began running up and down on him. This soon awakened the lion who placed his huge paw on the mouse and opened his big jaws to swallow him.

“pardon o king” cried the little mouse

“forgive me this time I shall never forget your kindness. And who knows, I may be able to do you a good turn one of these days”

The lion was so tickled by idea of the mouse able to help him that he lifted his paw and let him go.

Sometimes later, a few hunters captured the lion and tied him to a tree. After they went in search of a wagon, to take him to the zoo just the little mouse happened to pass by. On seeing the lion's plight, he ran up to him and gnawed away the ropes that bound him, the king of the jungle “ was I not right” said the little mouse very happy to help the lion.

## G. Comic Strips

### 1. Definisi of Comic Strips

Before discussing about the definition of comic strips, it is important to define what comic is. According to Masdiono, comic is a story in the form of pictures<sup>13</sup>. Comics are different from picture stories. In picture stories, pictures are only an illustration, the complement of story, but in the comics. The text is the complement; as dialog or as narration of the story. Comics are media visual with a group of pictures and words. In addition, McCloud says that a comic is contiguous pictures arranged based on a story plot that aims to give information and get aesthetic appreciation from the readers<sup>14</sup>. Explains that a comic is one of the media which combines static which usually splits into panels and stories conveyed through texts.

Otherwise comic strips are one of the specific styles of the comics. Smith explains that comic strips are specific styles of comic which usually have one to four panels. They commonly appear in the newspaper comic strips usually center on the same cast yet the stories are meant to stand on their own; the readers are not necessary to be aware of the previous strips to understand the current one. Comic-strips

---

<sup>13</sup> Toni Masdiono, *14 Jurus Membuat Komik*, (Jakarta : creative Media,1998) 11

<sup>14</sup> Scott McCloud, *Understanding Comics, The Invisible Art*. (New York: Harper Perennial 1993) 9.

is defined in this study as a series of pictures inside boxes that tell a story. According to John Wiley and Sons in journal naf'an Tarihoran and Komariyah there is definition of comic-strips: 1) A sequence of several related cartoon drawing typically arranged in a horizontal strips. 2) A series of such strips, typically about a set of rewriting characters, regularly published as in the comic section of a newspaper<sup>15</sup>

## 2. Components of Comic Strips

Furthermore comic strips, as one in the comic books, have some aspect. According to Masdiono, the components of comics are panel, gang, narration, balloon text and sound effects<sup>16</sup>. First, it is the panel. Panel is a place where one act of picture and story is located. Panel has its aim for making the story line of comics. Thus, in order to make a good story, every panel has to be placed orderly based on the story line then a good order of panel is from right to left and from top to down. Next, this gang, gang is a space between two panels. gang has function as separation between two ideas or two acts in story. Third, it is a narration. It is the dialog inside the balloon texts. Narration is really an important part of the story, because it contains the story of the comics. Next part is

---

<sup>15</sup> Naf'an Tarihoran and Komariyah, *using comic strip in teaching reading comprehension*, Loquen, Vol. 6 no. 2 (July – December 2013) p.119

<sup>16</sup> Toni Masdiono, *14 Jurus Membuat Komik*, p.13

balloon text, readers can detect the expression of the dialogs. The last part is a sound effect. Just like the name, a sound effect performs the voices out of the dialogs, like the voices of nature, the voices of things, Etc.

### 3. Comic Strips for Writing

Nowadays, it is not unusual activities that comic strips are used for an English classroom. Some experts state some advantages of using comic strips especially in the prewriting stage. Comic strips enable students to identify the elements of a story through the presented visual art and dialogues. They consist of enough words and expressions that can help students to construct sentences. They also provide contextual clues to the meaning of written narrative. In line with that, Vukoja states that through the use of comic strips in the prewriting activity, students can explore the structural devices of a story ( plotlines, character development, setting, and themes)<sup>17</sup> . Moreover Fay state that reasons of using comics in the classroom are their visual appeal, efficiency, and power of message. Comic strips can spur students' interest to write English<sup>18</sup> . It is much more engaging way to practice language and

---

<sup>17</sup>Tanya vukoja, *Cross Genre Approach to Short Stories*, <http://www.ncte.org/pubs>. Retrieved on February 10, 20.2019.

<sup>18</sup>Fay, D. 2009. *Students Storytelling Through sequential Art*. English Teaching Forum Jurnal,3, XXXXIV.

creative writing than simply writing them out as words alone on a blank page. Comic also put learners at ease with the material. Comics strips do not make learners feel alienated and distant from the material by struggling with language. A reader's at comprehension is greatly reduced.