

CHAPTER II

THEORETICAL FOUNDATION

A. Definition of Writing

Writing is a tool to communicate using signs and symbol. In learning process, writing is one of many skill that must be mastered by students. There is a process in writing to show up what is students thought on paper. It is important to produce a good product from writing process. So, it will be nice if people know what kind of skill on writing that can be used in learning process. Wilcox states that writing can be divided into sub-skills like descriptive, narrative and expository writing skills. The style of what is written will automatically be affected by the status of the address, age, profession and relationship with the writer.¹⁵

Writing narrative including one of sub-skills in learning process. Narrative writing can be broadly defined as story writing that includes a main character that encounters a problem or engages in an interesting, significant, or entertaining activity or experience. Narrative writing can also take several forms, including, but not limited to, a play script, an

¹⁵ Muhammad Javed and Wu Xiao Juan, A Study of Students' Assessment in Writing Skills of the English Language, *International Journal of Instruction*, Vol.VI, No.2, (July, 2013), 132.

illustrated short story, a storyboard, and a comic.¹⁶ The main purpose of narrative writing is to entertain, beside, in learning process narrative writing is one of many ways that can be used to improve students writing skill and make them interest with what content is.

Narrative writing learning is a creative writing, because it is using two side of students brain in improve their imagination and understanding the content. Maley states, some benefits of creative writing are; first, it aids language development at all levels: grammar, vocabulary, phonology and discourse. Second, it requires learners to manipulate the language in interesting and demanding ways as they attempt to express uniquely personal meanings. Third, it requires a willingness to play with the language. Fourth, it is concentrates more on the right side of the brain, with a focus on feelings, physical sensations, intuition and musicality, and the last, it is also afford scope for learners who in the usual processes of formal instruction are therefore often at a disadvantage.¹⁷

From all of these theories, it can be concluded that writing is one of many skills that must be mastered by students because it is important

¹⁶ School.edu.ky, "Narrative Writing Exemplar Final," (31 January 2019), <https://schools.edu.ky/Documents/Teacher%20Resources%20Literacy/Writing/Assessment/Narrative%20Writing%20Exemplar%20Final.pdf>

¹⁷ Christine Manara, "Experimenting with language through creative writing tasks", *Indonesian Journal of English Language Teaching*, Vol.X, No.2, (October,2015), 71.

to be learnt. Students will be more creative, structured, and they can show up their thoughts on the paper easily.

B. Elements of Writing

This research used to improve students writing skill based on curriculum. There are some elements in learning writing. If students want to improve their writing, it is better to move beyond their words and their sentences. Students must learn to consider how all of the sentences interact with each other and how their reader will relate to their paragraph. In this unit, students will learn five elements of good writing¹⁸:

1. Purpose

A purpose statement is a short sentence that clearly defines the point of the paragraph. Reviewing the purpose statement while students write will help they to stay on topic and maintain the focus of their writing.¹⁹ In writing learning, before students start to write all of what they are thinking about, they must to choose what kind of purpose statement that they want to tell to the reader about the topic. For example in narrative writing, if students writing about one story

¹⁸ Keith S. Folse, Elena Vestri Solomon, and David Clabeaux, *Great Writing 3: From Great Paragraphs to Great Essays*, (United States: Heinle Cengage Learning, 2015), 40.

¹⁹ Keith S. Folse, Elena Vestri Solomon, and David Clabeaux, *Great Writing 3: From Great Paragraphs to Great Essays*, (United States: Heinle Cengage Learning, 2015), 42.

content, it's mean they are can't change to another one story content in their writing. In this case they are must to focus on what they want to writing about without out of first content.

2. Audience

The second element of good writing is to keep your audience in mind as you write. The term audience refers to the readers. Good writers know who their audience is before they start writing. Good writers keep their audience in mind as they write every sentence in their paragraph. Relating to Your Audience Consider these two main elements in relating to your audience. First, viewpoint or person (first, second, or third) and the second is formal or informal writing.

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As a good writer, students must be careful on what kind of point of view that they want to show up to their readers. For example from first person point of view, it's mean they are must to telling the content as a first person who knows about everything. Beside, it is important too to telling the readers what kind of students writing, formal or informal. In this case if students want to summarize a story, it's mean they are produce an informal writing.

²⁰ Keith S. Folse, Elena Vestri Solomon, and David Clabeaux, *Great Writing 3: From Great Paragraphs to Great Essays*, (United States: Heinle Cengage Learning, 2015), 44.

3. Clarity

Clarity refers to how easy it is for the reader to understand your writing. Good writers explain their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific, concise language. Two ways that you can improve in clarity there are, use descriptive (or precise) words and use clear pronoun references.²¹

4. Unity

Unity in a paragraph means that all the sentences are related to the topic sentence and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence.²²

5. Coherence.

A piece of writing has coherence when all of the ideas are organized and flow smoothly and logically from one to the next. When a paragraph has coherence, the reader can follow the main ideas more easily. Three important features of coherence are:

²¹ Keith S. Folse, Elena Vestri Solomon, and David Clabeaux, *Great Writing 3: From Great Paragraphs to Great Essays*, (United States: Heinle Cengage Learning, 2015), 46.

²² Keith S. Folse, Elena Vestri Solomon, and David Clabeaux, *Great Writing 3: From Great Paragraphs to Great Essays*, (United States: Heinle Cengage Learning, 2015), 53.

- a) logical order
- b) repetition of key words
- c) use of transitional words and phrases.²³

With coherence in writing, students will not write the text out of content and the paragraph will be connect one each other.

C. Concept of Writing Skill

Writing is a tool for human to show up their thoughts by typing words to be sentences, paragraph, and text. Writing have a process that sometimes difficult to be learned by some students. Writing skill in English is in the form of verbal skills in the form of writing skills achieved through writing performance as measured by the criteria of writing skills.²⁴ Meyers states, since the writing process varies from person to person and from task to task, students should be allowed to explore procedures that work best for them.²⁵

Writing has some elements that are very important to be acquired by any writer in order to produce a good and concise writing product.

They are: Content, Vocabulary, Language use, Organizations, and

²³ Keith S. Folse, Elena Vestri Solomon, and David Clabeaux, *Great Writing 3: From Great Paragraphs to Great Essays*, (United States: Heinle Cengage Learning, 2015), 56.

²⁴ Rahmat Sonjaya, "Improving students' writing report text through mind mapping technique", *Loquen English Studies Journal*, Vol.VIII, No.1, (January-June,2015), 4.

²⁵ Alan Meyers and Harry S. Truman College, Instructor's Manual to accompany Meyers, *Writing with Confidence: Writing Effective Sentences and Paragraphs, Seventh Edition*, (United States of America,2003), 18.

Mechanics. First of all, good writing product will conduct good content which is knowledgeable, substantive, thorough development of thesis, relevant to assigned topic. The second is, the vocabulary will be adequate range, occasional errors of words/idiom form, choice, usage but meaning not obscured. The third is, the Language use will be effective but simple construction, minor problem in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured. Fourth, the organization will be somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. The last is the mechanics will have occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.²⁶

The conclusion from all of these explanation, some aspects that can be found in evaluating writing skill there are students Content, Vocabulary, Language use, Organizations, and Mechanics

D. Summarizing Story

Summarizing is a way to minimize bunch of words. It is used to create new text with different types refers each writers though, but still same with the content. Summary is like paraphrase, allows us to reproduce another writer's thoughts, but in shortened form. In writing a

²⁶ Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), 116.

summary, focus on the most important statements of the original statements of the original passage and eliminate the less important material.²⁷

In writing a summary, students must be careful on their word selection. Bazerman states that the key to writing an effective summary is combining the material that have been chosen to include into concise, coherent sentences and paragraphs. If the sentences are carelessly formed, not only will the summary be unreadable, it will also lose the connection among the pieces of information in the summary. On the other hand, carefully written sentences can help show how the separate facts and ideas fit together to build the meaning of the whole. Thoughtful word choice and sentence structure can help students reduce a summary by half with no loss of information, ideas, or clarity. Incidentally, because the summary form places such a premium on conciseness and clarity, writing summaries provides excellent practice for the improvement of your general writing style.²⁸

Theoretically, van Dijk and Kintsch have regarded summaries as expressions of the macrostructure of texts. The schema requires that the events of a story be temporally and causally connected, and imposes a

²⁷ Bazerman Charles, *The Informed Writer: Using Sources In The Disciplines* (California: WAC Clearinghouse, 2011), 50.

²⁸ Bazerman Charles, *The Informed Writer: Using Sources In The Disciplines* (California: WAC Clearinghouse, 2011), 52.

number of other constraints. Summaries are therefore of particular interest because they reveal more directly the organizational processes in text comprehension, which tend to be somewhat obscured in recall. For instance, when recalling brief paragraphs, subjects for the most part merely reproduce the input (though not necessarily verbatim). When they recall a long text, such as one of the stories used here, a great deal of detail is reconstructed, submerging the main points of the story. On the other hand, summaries tend to concentrate on the main points of stories, without the detail typical of recall protocols.

In addition to recording the time it took subjects to write their summaries and counting the number of words in them, the summaries were scored for their propositional content. Thus, each summary obtained in the experiment was analyzed into a string of underlying propositions representing the meaning of that protocol. In practice this procedure is similar to scoring "idea units," except that it is more objective because the nature of the idea units is specified.

Summarizing strategy in EFL classroom is effective for students. Strategic learning and strategy-based instruction (SBI) have been proved to be an effective approach in leading learners to better learning, thus, teaching summarizing strategies might be effective in learning skills. Hooshang states that various studies found that to be an effective learner

it is better to become strategic learner. According to Chamot, “Strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths”.²⁹ Summarizing is a process demanding higher thinking for synthesizing the content and identifying important information and main idea of a text. By using this strategy or skill, students can understand better what they are reading and how to write by first writing the key information, then supporting the main idea. In addition, writing a summary help learners to retain information deeply.³⁰

E. Teaching Writing Using Manga

a. Definition of Manga as Teaching Media

Manga is a generic term for all graphic novels and comic books originally published in Japan. Manga is read either in serialized comic books, monthly magazines, or graphic novels. All formats are available in English translation, graphic novels, however, are the most common and can be found in both major bookstore

²⁹ Hooshang Khonshima and Maryam Rabani Nia, “Summarizing Strategies and Writing Ability of Iranian Intermediate EFL Students”, *International Journal of Language and Linguistics*, Vol.II, No.4, (July,2014), 264.

³⁰ Hooshang Khonshima and Maryam Rabani Nia, “Summarizing Strategies and Writing Ability of Iranian Intermediate EFL Students”, *International Journal of Language and Linguistics*, Vol.II, No.4, (July,2014), 264.

chains and local comic shops. The graphic novels are usually presented in "manga-style," meaning a right-to-left format. The word Manga, when translated directly, means “whimsical drawings”. Manga are typically 'comic books' as the West understands them; rather, they represent pieces of Japanese culture and history. Manga, or Japanese comics, have appeared in translation in many different languages in different countries, include English translation.³¹

Manga show up the stories and information by using pictures and words. Schodt states that “Japanese manga are a visualized narrative with a few words tossed in for effect”. Tezuka states that manga expresses meaning through hyperbole, abbreviation and deformation. Through these techniques of expression, manga entertains readers while simultaneously communicating accurate information and making difficult topics easy to understand.³² Manga is a medium which draws on people’s natural curiosity. In fact, manga is often created based on careful research and correct information, which underpins the quality of the works.

³¹ Christiana Constantopoulou, “Contemporary communication, the culture of Manga,” Juni 2016, <http://frenchjournalformediaresearch.com/index.php?id=938>

³² Mio Bryce and Macquarie University, “Manga as an Educational Medium Article” in *International Journal of the Humanities*, Vol. VII, No.6, (January 2009), 47.

According to Murata, manga promotes readers' effective understanding by spelling out the thematic focuses in the illustrations.³³

b. Procedure of Teaching using Manga

According to Walter, the procedure is subjects were given a typewritten copy of story to read at their own pace, in this case teacher using "Barakamon" Manga Comic Strip as narrative story for students. When they had read a story, they were asked to write a summary of it. The complete instructions are as follows:

- 1) Put 3-5 groups in classroom
- 2) Give each groups one chapter Manga copy and paper sheet to write their summarize.
- 3) Get a leader for each groups for retell (read) their story summarize in front of classroom, next week after the treatment.
- 4) For the start, teacher explain narrative text material and how to summarizing in general (15 minutes)
- 5) After that, students read the whole story through at first, and then go back and write the summary. (30 minutes)
- 6) Students can go back to the story whenever they like.

³³ Mio Bryce and Macquarie University, "Manga as an Educational Medium Article" in *International Journal of the Humanities*, Vol. VII, No.6, (January 2009), 50.

- 7) The summary should reproduce the most important events in the story.
- 8) It must be between 60 and 80 words long.
- 9) Students can revise and edit their summary as much as they like, but the final product must be a coherent English text.
- 10) After students finished their group work, teacher collect students summarize. Next week, each group leaders re-tell their summarize in front of classroom.³⁴

c. Advantages and Disadvantages of Manga as Teaching Media

1. Advantages of Manga

These are various advatages that can be founded on Manga as teaching media:

- a. Students respond to the idea of reading manga / graphic novels in the classroom with enthusiasm
- b. Manga / Graphic novels can serve a variety of functions in the classroom, beyond simply sources of literary study, and thus their ease of use can facilitate understanding of dense material or concepts.
- c. The more interested students are in a lesson, the more attention they will heed, and the more information they will retain.

³⁴ Walter Kintsch and Ely Kozminsky, "Summarizing stories after reading and listening", *Article in Journal of Educational Psychology* (October 1977), 492.

- d. To add entertainment value.
 - e. Manga is a visual, and in the age of growing media that is primarily visual, many young people thrive on visual information.
 - f. Manga marriage of text and image clarifies the meaning of either component as they support and refer to each other.
2. Disadvantages of Manga
- a. Some educators worry that graphic novels are "high interest/low level" reading, which means that although students find them absorbing, their vocabulary level and themes do not challenge students.
 - b. The idea of manga/graphic novels in the classroom is still gaining in popularity, and some educational boards may not yet consider them suitable texts for literary or historical study.
 - c. Choosing a manga for study in a classroom that appeals to all students may prove difficult.³⁵

With using manga as media teaching in study writing summary, the writer hope that the procedure will be affected to students writing summary skill. Also the advantages will be able for all teacher and students.

³⁵ Nadine Smith, "Pros and Cons of Graphic Novels in the Classroom", (2019), <https://www.theclassroom.com/pros-cons-graphic-novels-classroom-8397144.html>.