CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Researches

In this research, the researcher took some previous studies related to this research. One of them was study conducted by Saputri (2014) which concern on improving the writing skills of recount texts by using picture series. Picture series was help the students to developing ideas to write a text. The result of the study revealed that indeed there was significant improvement students' ability in writing a recount text. In addition, the students' motivation and attention in teaching and learning process improved.

Second were study conducted by Hidayati, Sukam and Antoni (2015) which concern on improving students' writing skill in recount text by using personal letter. The result of the study revealed that personal letter improving students' writing skill in recount text. Based on the study, the researcher found that there were increasing of students score after apply personal letter as learning media.

The third study was conducted by Indah (2010), which discussed the ways photograph can be used as media to improve students' writing skill in writing recount text. The result of the study were first, the average score of the students who were taught writing recount text by using photographs is 76.8 which is categorized as good, the average score of the students who were taught writing recount text without photographs is 64 which is categorized as fair, and the t-test level significant t 0.05 shows that t- obtained value is 12.85

and t– table value is 1.98, so there is a significant difference in the students` achievement by using photographs without using photographs. Its mean photograph media is effective in teaching writing recount text.

There were also some articles related to this research. First article was written by Pratiwi (2016), with her article entitled "Improving the Tenth Grade Student' Writing Skill by Using Picture Series." The result of this article was students' have improvement in writing competence by using picture series. Based on the result the researcher found once the students got interest in doing activities, they found it easily to explore their ideas and feelings based on the picture series.

The second article was written by Morrison, Bryan, and Chilcoat (2002), with article entitled "using student-generated comic books in the classroom". The result of this article was the comic-book activity presents an innovative outlet for students. Based on this research, the research found by creating and sharing their own comic books, students engage literacy exploration. In addition students generally believe that they learn a great deal more from this type of approach than by traditional teaching methods.

The last article was written by Mubarok (2017) with his article entitled "Student' Perception the Implementation of Peer-Assessment in Writing: Before and After Revision". This article a aimed at elaborating students' perception toward the implementation of peer assessment in writing class either before or after revision. The result of this article showed that peer-assessment a good to be implemented in teaching writing was an alternative strategy. There was an improvement of students' score before and after

revision and students have a positive point of view toward the implementation of peer-assessment in teaching writing.

This research was different with the others related studies that has been explained above. Although this research has the same skill which was writing, this research was concern in the use of comic strip in writing recount text. This research also focused on doing pre-test and post-test to collect the data because the researcher used experimental research in her study.

2.2 Theoretical Review

2.2.1 Writing

a. Definition of Writing

Writing is one of the language skills that must be learnt and mastered by the students in the school. It helps them to develop their imaginative and critical thinking abilities in order to be able to write effectively and creatively. Harmer (2004:31) states writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in teaching of English. However, many experts have different perspectives about the definition of writing itself

According to Hyland (2004:9), writing is a way of sharing personal leanings and writing courses that emphasize the power of the individual to construct his or her own views on a topic. Beside Nunan (2003:88) assert, “writing is the mental work of inventing ideas, thinking about how to express them, and organize them into statements and paragraphs that will clear to reader”.

From the definitions above, it can be understood that writing is a process of expressing and organizing ideas in the mind into written form. In writing activities it involves students thought and feeling. They can write anything freely on their paper, although they should keep paying attention to the rules and structures in writing.

The writing skill is complex and sometimes difficult to teach, the students have to requiring mastery it not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. When students write something, they frequently have more time to think than they do in oral activities. They can through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. A piece of continuous writing may take the form of a narrative, description, recount, report, discussion, or argument.

b. Types of Classroom Writing Performance

According to Brown (2000:343) there are five major categories of classroom writing performance:

1) Imitative, or writing down

In this category, the students will simply "write down" English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Some form of dictation fall into this category, although dictations can serve to teach and test higher-order processing as well. It is a level at which learners are trying to master the mechanics of writing.

2) Intensive, or controlled

Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concept. In this category of writing typically appears in controlled, written grammar exercises. The type of writing in this category does not allow much, if any, creativity on the part of the writer. For example, students may be asked to change a structure given like change all present tense verbs to past form.

3) Self-writing

Self-writing also called free writing or creative writing. Self-writing is usually performed to promote creativity and built writing habit. The most salience of this category in classroom is note taking, where students take notes during a lecture for the purpose of later recall. Other note taking may be done in the margins of books and on odd scraps of paper.

4) Display writing

Display writing is very useful for academic purpose. Display writing for students is obligated to write short answer exercises, essay examinations, and even research report will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

5) Real writing

While classroom writing task include an element of display writing in it, this category of writing aims to be made for people who actually need information or message. The two of categories of real and display writing are actually two ends of a continuum, and in between the two extremes lies some combination of display and the real writing.

It can be seen that the students need to go through all the processes from imitating until performing real writing. After that the students are able to master the skills in writing such as doing controlled task and free writing to build writing habits.

c. Process of Writing

According to Blanchard and Root (2003:41), writing is a process that involves several steps, there are:

1) Pre writing

Pre writing is the thinking, talking, reading and writing about topic before write a first draft. Pre writing is a way of warming up the brain before write, just like warm up the body before exercise.

2) Writing

Writing is the step after spent some time to thinking about topic and doing necessary pre writing, the next step in the writing process: writing paragraph. When write the first paragraph, use the ideas generated from prewriting as a guide.

3) Revising

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After complete the first draft, look for ways to improve it. This called revising.

As the researcher said before, writing is one of the fundamental skills to learn English, so that writing use for a wide variety purpose and different form of writing process. Based on Harmer (2004:4), writing process has four main elements, there are:

1) Planning

When planning, the writers have to think about three main issues. First of all they have to consider the purpose of their writing. Second, they have to think about the reader they are writing for. The last they have to consider the content structure of the writing.

2) Drafting

Draft is the first version of writing. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process, it proceeds into editing. A number of drafts may be produced on the way to final version.

3) Editing (reflecting and revising)

Once writers have produced a draft they then continue in editing. They usually read through their writing to see it works or not. The latter two are important and are often dealt with later in

the process. Reflecting and revising are often helped by other readers who comment and give suggestion.

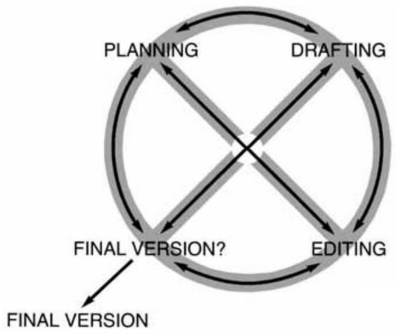
4) Final version

Once the writers have edited their draft, making the changes they consider to be necessary, then they produce their final version.

From the explanation above, it might decide to represent the stages in the following way:

Planning -> Drafting -> Editing -> Final draft

However, the process of writing is not linear, as indicate above. Sometimes the writers don't only doing one plan, draft, and edit, but they re-plan, re-draft, and re-edit. To represent these aspects of writing process, the process wheel below clearly show many direction that the writers can take. Only when the final version really is the final version has the process reach its culmination.



Taken from Harmer (2004:6)

Figure 2.1

The Process Wheel

2.2.2 Recount Text

a. Definition of Recount Text

According to Knapp and Watkins (2005:223), recounts are sequential texts that do little more than sequence a series of events. In line with Knapp and Watkins opinion, Derewianka (1990:14) state that recount is the unfolding of a sequence of events over time. As stated by Gerot & Wignell (1995:194), Social function of recount text is to retell events for the purpose of informing and entertaining.

Based on the definition of recount above, it can be concluding that recount as a piece of text that reconstruct past events for informing and entertaining purpose which they happened in order and related in a particular relation.

b. Generic Structure of Recount Text

Every text, no matter how simple, has its own structure include recount. Gerot and Wignell (1995:194), defines generic structure of recount as follow :

1) Orientation : a part in which the writer provides the setting and introduces characters. Setting includes particular time and place.
2) Events : the writer tells the readers what happened and in what sequent.
3) Re-Orientation : a part which optional or closure events.

c. Grammatical features of Recount text

Hyland (2004:124) said that the common grammatical features or characteristic of recount text are:

1) Use of nouns and pronouns to identify people, animals, or things involved;
2) Use of action verbs to refer to events;
3) Use of past tense to locate events in relation to the writer's time;
4) Use of conjunctions and time connectives to sequence the events;
5) Use of adverbs and adverbial phrase to indicates place and time;
6) Use of adjectives to describe nouns.

d. Example of Recount Text

The following text is the example of Recount Text and also including the generic structure.

Trip to Tawangmangu

Orientation

On Sunday last week, my family and I went to tourist resort, called Tawangmangu.

Pronoun

Event 1

It was beautiful Sunday morning. My father, mother, brother and I when there by our family wagon. We bought some food, fruits, and drinks for our lunch there. We departed from our house at 10.00 o'clock. Half an hour after that, we came to a market, the busiest market in town. We hiked more or less a kilometer again, and came to Balekambang

Noun

Park. We parked our car just in front of the park at 11.00o'clock.

Event 2

We left everything in the car, except our sun-glasses and hats. We road on horsebacks to 'Grojogan Sewu' waterfall. We had enjoyed feeding the playing monkeys with peanuts before we finally came to the site. We went down to the river. While enjoying the flying cool fresh water vapor, we were walking in the river until we arrived at just under the fall.

While → Conjunction

Event 3

Being satisfied with the fall, we went back to the park. We were very tired. After having paid the tickets we went in the park, bringing all the food, fruits, and drinks we had, including a large plastic mat to sit. After having found a shady place, we unfolded the mat and started enjoying the meal and drink.

went → Action Verb

large → Adjective

Re-Orientation

At 15.00 o'clock we went home. We were tired and sleepy all the way home, but we were satisfied with our picnic.

were → Past

Adopted from Siswanto & Rohmadi (2009:40)

2.2.3 Comic strip

Based on McCloud (1994:20), comics are juxtaposed pictorial and other images in a deliberate sequence, intended to convey information and/or produce an aesthetic response in the viewer. Meanwhile, comic strip is a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative, often serialized, with text in balloons and captions.

The comic is a form of literature these students enjoy. Designing comic book provides an opportunity for students to be creative in the presentation of students writing. Versaci (2001:64) states that "comic book help to develop much needed analytical and critical thinking skill. By combining word and pictures comic book force students, rather directly, to reconcile these two means of expression".

It is evident that comics are familiar to and popular with middle school and high school students. The comic is a form of literature these students enjoy. In the classroom, the teacher can apply it to teach writing recount text. After explaining about recount text, the teacher can distribute the comic strip to each student, and then ask them to retell and rewrite the story into paragraph in English. This method is very easy to be conducted by teacher in classroom, and it will make student feel fun in writing.

According to Morrison, Bryan and Chilcoat (2002:759), there are some benefits of using comic strip in the classroom as follows :

1) Through comics students investigate the use of dialogue, succinct and dramatic vocabulary, and nonverbal communication.
2) Designing a comic book provides an opportunity for students to be creative in the presentation of their writing.
3) Use of comics also enhances instruction in comprehension strategies.

2.3 Research Framework

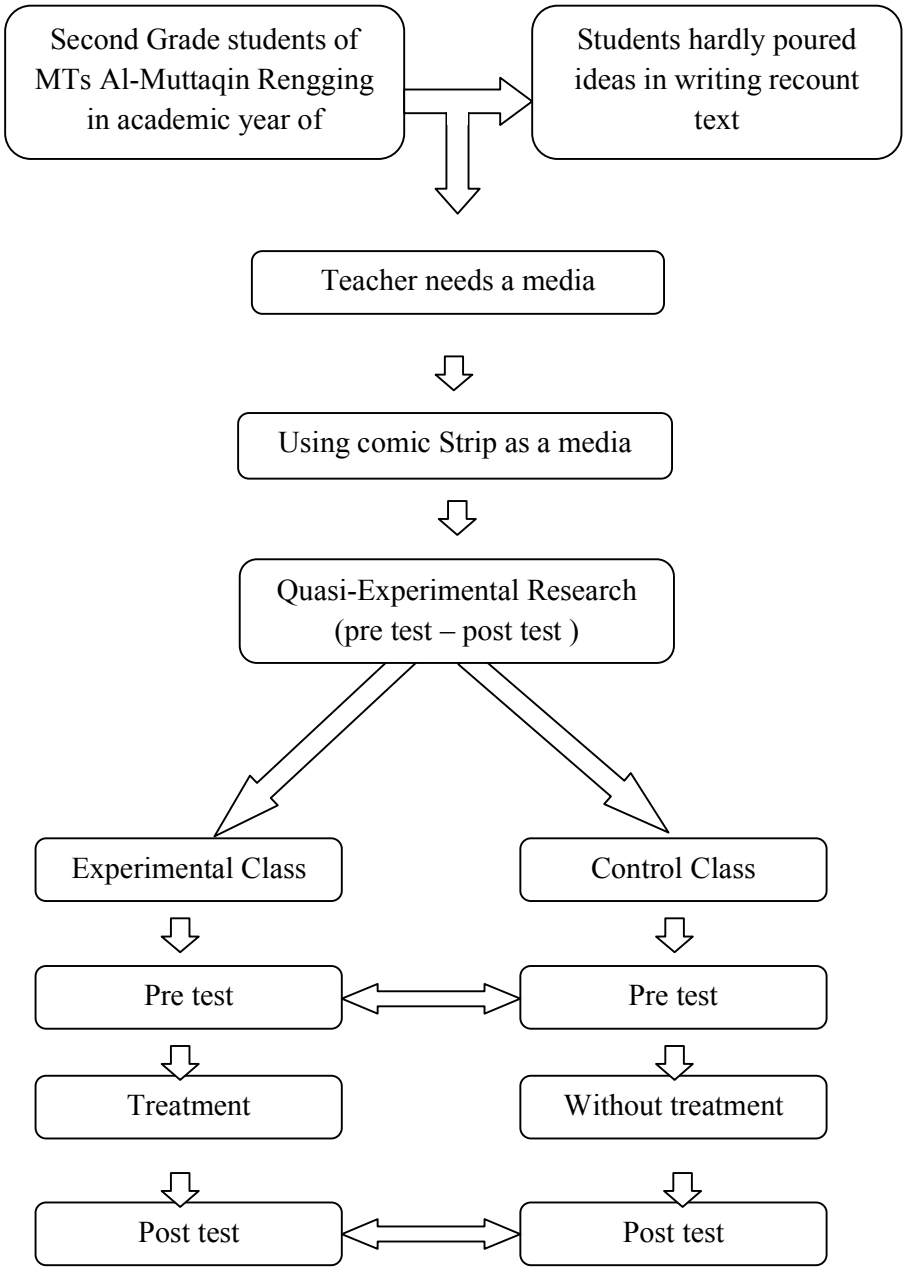


Figure 2.2

Research Framework

In this research the researcher conducted the research to find out whether using comic strip can be an effective way to increase students'

ability in writing recount text or not. Comic strip became a media in teaching because it is interesting for students. It consists of pictures with fascinating story arrange in a series. Therefore, the researcher assumes that the use of comic strip can stimulus their interest in writing, especially in recount text. It can help to build up ideas in writing story by creating a topic and then developing into some paragraphs.