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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Writing

There are many definitions about writing explained by experts. According to Hegarty (2000:5), writing takes up the least of our time; it is by far the most complex and difficult language arts skill to master. Then, Mc.Donald (2002:7) also states that Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature.

Another definition is given by Broughton, Geoffrey, et, al. (1980:116) that when we write, unlike when we talk, we are engaged in an activity which is usually at the same time both private and public. It is private because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience, often one which is extremely difficult to define.

Medwell, wray, et, al. (2009:114) also states that Writing often seems a very mysterious process. When we write, somehow or other ideas which are in our heads, perhaps only in the very vaguest of forms, have to be shaped into coherent representations in language and transferred onto paper, screen or other media so they can be inspected by some other person.



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Harmer in *How to Teach English* stated that in writing, students need to know some of writing's special convention (punctuation, paragraph construction, etc.) just as they need to know how to pronounce spoken English appropriately (2001:80). Meanwhile, according to Nunan (2003:89), each candidate will be required to write short English composition, correct in spelling, punctuation, grammar, and expression in which the subject to be taken from such work of standard authors will be announced from time to time. It means, writing is not a simple work, in writing the writer should consider about use of spelling, punctuation, grammar and expression.

Furthermore, Oshima and Hogue (2007:15) said that writing is never an ones step action; it is a going creative act. When you first write something, you have already been thinking about what to say and how say it. Then after you have finished writing, you read over what you have written and make changes and corrections.

From the definitions above the writer can conclude that writing is one of the important skills in learning a language, besides listening, speaking, and reading skills that need more attention from the students. This skill requires the learners to know, express or organize the ideas and thought on how the grammatical form and syntactic patterns. Writing is also a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything existing in our mind. It



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is written on a paper or a computer screen. A piece of writing is always possible to review and revise more than one time.

## 2. The Purpose of writing

Writing is the color of expressions. Through writing, students can express their ideas, their feeling, their hopes, and etc. Writing for some writers has different purposes. No matter what kinds of students do, they should have a specific and a clear object. In literary writing, for example the purpose is often to entertain, whereas journalistic writing usually intends to inform or persuade (Syafi'i. 2014:4).

Students have some reasons to write, the students have to know how the way to develop their ideas. Writing can help students to develop it. If students do not have clear purpose of writing, they will feel bored and cannot focus on their writing. By knowing the purpose, students will be easy to decide the technique to achieve good writing as well.

Learning express (2005:157) Recommend that the main purpose of writing is to communicate a message with a specific purpose to an audience. Most writing does one of three things: inform, explain, or present an argument. Writing effectively involves discovering what you want to say, organizing your ideas, and presenting them in the most logical, effective way.

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### 3. The Process of Writing

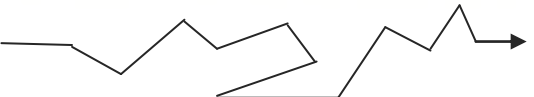
Writing has many processes. It should face several steps because process of writing is never a one step-action. Zemach and Rumisek (2005:03) said that when we write, we do more than just put words together to make sentences. Good writers go through several steps-to produce a piece of writing. It means that before writing we must know what steps that we use are.

According to Legan (22005:13) said that writing is a process of discovery involving a series of steps, and those steps are very often a zigzag journey. It means that writing is not a static process but writing is dynamic process because many people falsely believe that writing should flow, straight line from writer's head onto written page. But writing is seldom an easy, one step journey in which a finished paper comes out in first draft. For the example, look at following illustrations of the writing process by Legan (2005:13)

#### Seldom

Starting point  finished paper

#### Usually the case

Starting point  finished paper

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Another opinion comes from Coates, et.all (2009:72), said that there are 3 aspects of the writing process.

The Aspects of the writing process are:

### 1. Planning writing.

This includes a discussion of what is involved and who the piece is for, as well as children's contributions to brainstorming or making concept maps. Teaching children to plan their writing, even if only mentally, is likely to help them organise their thoughts and structures. Too many children start to write and simply keep going without monitoring the structure and effect of their writing at regular intervals.

### 2. Drafting writing.

Drafting may involve using a text map or writing frame to help structure the piece. You should certainly refer to any planning notes made on a previous occasion. When drafting it is important to model not only the transcribing but also the sort of thinking that takes place as you decide what to write. You can induct children into this by asking for their views, opinions and reasons.

### 2. Revising writing.

This involves looking at a piece of writing and considering its effect and how that effect is created. This is a good opportunity to evaluate the vocabulary, sentence types, sentence structures and text features to see whether they achieve the purpose intended. By making

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changes on a draft you can show children that writing is provisional and can be improved. You are also showing them that there is not only one way of writing a certain text type. The editing of a piece of writing for transcription details is a very important skill, but is much less difficult for children to understand. They are usually able to look through a piece for capital letters and spelling errors quite early. They can then cope well with looking for appropriate sentence structures. Decisions about the effect of a vocabulary choice or a choice of sentence type may be more difficult, as they are required to see the text from a reader's point of view.

#### 4. The Aspects of Writing

In relation to the aspects of writing, Syafi'i (2007:164) illustrated five aspects that should be directly involved in writing performance, namely:

- a. Content: the substance of writing; the idea expressed.
- b. Form: the organization of content
- c. Grammar: the employment of Grammatical forms and syntactic patterns
- d. Style: the choices of structures and lexical items to give a particular tone or flavor to the writing.
- e. Mechanics: the use of the graphic conventions of the language.

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Those are the aspects that should be considered before starting to write the whole of the content. Furthermore, related to the aspects writing, there are six general categories that are often the basis for the evaluation of students writing. It can be seen as follows:

No	Aspect of writing	Description
1	Content	Consists of thesis statement, related idea, and development of ideas through personal experience, illustration, facts, and opinion, use of description, cause/effect, comparison/contrast, and consistent focus.
2	Form	Consists of effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.
3	Discourse	Consists of topic sentence, paragraph unity, transition, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, and variation.
4	Syntax	It deals with the effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentences.
5	Vocabulary	Vocabulary's mastering/diction played an important role in a language, especially in the writing activity. The choice of vocabulary could describe the writer's knowledge. The number of words that is mastered by a writer could indicate that he/she mastered a number of concepts; mastery of vocabulary can be improved by reading and listening a lot.

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6	Mechanics	Consist of spelling, punctuation, citation of reference (if applicable)
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## 5. Writing ability in descriptive text

Writing ability is the skill to express ideas, though, and feeling to others people in written symbols to make other people or reader understand the ideas conveyed, it means that writing ability is a ability of person to express his or her ideas, feeling, or something in his or her minds to others by using written language.

Descriptive text tells what the subject looks, sounds, feels, tastes, and/or smells like. A descriptive paragraph describes ideas and example focused on a particular subject, it attempts neither to argue nor persuade. When writer is writing a text that is entirely descriptive, we use vivid language to make whatever writer is describing come alive.

Descriptive text falls into two categories: objective and subjective, objective paragraph describes the topic in a literal, impartial way, as much as it possible; the writer's feelings are not revealed. These types of paragraphs tend to include word that do not convey a high degree of emotion.

On the other hand, subjective paragraph, communicate the writer's opinion; their intention is to evoke from the reader an emotional response, among other thing.

The generic structure of descriptive text:





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- a. Identifications: identifies the phenomena to be described.
- b. Description of features : describe the features in order of importance
  - 1) Part of thing (physical appearance)
  - 2) Qualities (degree of beauty, excellence or worth value)
  - 3) Other characteristics (prominent aspects that are unique)

The generic structure of descriptive text:

- a. Use of simple past tense
- b. Frequent use of epithets and classifiers in nominal group
- c. Use of “be”: is, am, are, for the identification and showing qualities
- d. Use of verb “have”: have, has, to give detailed description of the object’s features.
- e. Use action verbs related to the topic, especially when describing behavior or personalities (for person)

## 6. Assessing Writing Descriptive Paragraph

O’ Neil, Moore, and Huot (2009:1) said that writing frequently plays a role in campus-wide assessments of individual student achievement as well, through rising-junior exams, graduation tests, and other competency certifications. It means that to know the student’s ability in writing, we have to use assessments. The following is the example of rubric on assessing the students’ writing. It focuses on the students’ ability in writing descriptive paragraph.

**TABLE I. Writing Descriptive Paragraph Assessment**

ASPECT	SCORE	LEVEL/ CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough 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 the 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 • OR 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 • OR not enough to evaluate

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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 <i>but meaning not obscured</i>
	13-10	FAIR TO POOR: limited range • frequent errors of word/ idiom form, choice, usage • <i>meaning confused or obscured</i>
	9-7	VERY POOR: essential translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	17-11	FAIR TO POOR: major problems in simple/ complex constructions • frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions • <i>meaning confused or obscured</i>
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate

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MECHANICS	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 <i>but meaning not obscured</i>
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate
Total score	Reader	Comments

## Explanation of the score:

Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
Total	100

Adopted Jacobs, at all (1981)

## 7. Nature of Cartoon Media

The major use of animation is always for entertainment. However, there is a growing use of instructional animation to support explanation and learning. Cartoon Media is moving diagrams or cartoons that are made up of a sequence of images displayed one after the other. Animations are created for entertainment, ad banners as well as



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instructional sequence. Cartoon Media is the illusion of motion created by the consecutive display of images of static elements. In the film and video production, this refers to techniques by which each frame of a film or movie is produced individually. These frames may be generated by computer or by photographing a drawn or painted image, or by repeatedly making a special animation camera. When the frames are strung together and resulting film is viewed, there is an illusion of continuous movement due to phenomenon known as persistence of vision (<http://www.answer.com/topic/animation> 1 april 2010 ).

Cartoon is media that can be used by teacher in learning and teaching process. Media is a learning source for student. It can stimulate students' motivation in learning process. Cartoon will make students feel interested to studying; it will make students focus this statement is supported by Ali (in Musnil, 2006,p.89) that teaching media can stimulate the students' need, though, attention, talent and motivation students to study. So that students will be easier to writing English well.

Furthermore, Farhant (1981, in Hamid, p.4) says that teaching media is categorized in to three kinds, they are: first, teaching basis media such as whiteboard, text book, and worked book. Second, Non electronic media such as picture, card, graphic, statute, painting, and poster. And the last, electronic teaching media such as video, movie, projector, and television. Characteristics of cartoon are using caricature, criticism, and

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humorist. Cartoon is painting or caricaturing about people, situation, idea which is designed to influence the society opinion (Nana, 1991, p.58 )

Based on the quotation above, it clear the cartoon as on of picture or visual media that can use in teaching writing. Because can attract students' attention and they directly have motivation to know what the cartoon is about. In other word, it can improve the students' motivation in learning English. And the teacher will easier to reach the goal of teaching-learning itself.

A cartoon is a graphic media containing interpretative pictures using symbols to create a brief message and quickly change an attitude towards people, situations or specific events. Sadirman (2014:45, in Dahlan, 2015.p.3), that a cartoon belongs to the visual media in teaching, and then Alex in Renang and Asmos' AnimasiKartun (2010; 3, in Dahlan, 2015.p.3 ) said that cartoon is an amusing picture that compires humor without any social criticism. Moreover, Richards and Renandya (2002: 310, in Dahlan, 2015.p.3) stated that a situational cartoon could help organizing content and classroom learning experiences by writing about situations such as in a traditional market, a traffic jam, or a bank, among others.

1. Advantages of graphic media , among others;
  - a) A simple shape, economics and the material is easy to get.
  - b) Can a convey summary, and are able to overcome limit time and place (effective).

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- c) Don't need specific tools and easy appointment.
- d) Need little information to be added to it.
- e) Can compare with something else using alterations.
- f) Can be varied among different media

## 2. Disadvantages of graphic media , among others;

- a) Can't reach a big group
- b) Only emphasize the sense of sight; and
- c) Does not involve elements audio and motion (Daryanto2013 ; 19).

## 8. Cartoons in Teaching Writing Skill

Cartoon is a visual medium focusing on using pictures to teach writing. Hammer (2007: 118, in Dahlan, 2015.p.4) states that pictures or cartoons offer a wealth of possibilities. A teacher can ask the students to write descriptions of one group of things or a person in pictures, and; their classmate must then guess which what it is. They could write a postcard based on pictures given to them. They could write the inner thoughts of the characters that can be seen in the pictures. The aim of this activity is to get the students writing freely in an engaging way. Thus, by using pictures as visual media students will be helped in generating ideas about what to write about and to use the appropriate vocabulary that can be seen through the pictures.

Davis (2006:1, in Dahlan, 2015.p.4) stated that a great way to get students write up was by giving them a cartoon storyboard and having them create tell the story. The procedure of this technique is to put



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students in pairs to discuss what they are seeing in the cartoons, think about what the sentences should be and then write them down. Then, students have to compare stories to see which ones are closest to real story. The teacher tells the students they can rewrite or retell the stories in the simple present and simple past tenses.

Moreover, Lent (2009: 2, in Dahlan, 2015.p.4) described cartoons as humorous drawings, separated into political or editorial, which use caricatures, humor, and satire to comment on current affairs and influence public opinions, about social happening or simply gags that poke fun at daily life and its problems or merely illustrate jokes. Harmer (2007: 112) added that teaching writing is a practice tool to help students work with the language they have been studying. A teacher should not only prepare the techniques and the material to teach but also be involved in the activity as well. From the explanation presented above, the process seems clear. The teacher asks students to describe something based on cartoon. Then after students have described things in the cartoon and they are asked to compare stories to see which ones are closest to the real story and retell the stories what student write.

From the explanation presented above, the process seems clear. The teacher asks students to describe something based on cartoon. Then after students have described things in the cartoon and they are asked to compare stories to see which ones are closest to the real story and retell the stories what student write.





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## B. Relevant Research

There are some relevant researches which have relevancy to this research. The first title is **“The Effect of Using Cartoon Toward Speaking Ability at The Second Year Students of Eka Tama Vocational High School Pekanbaru”** that was conducted by Helmi Yardi (2011). His research design was experimental research using pre-test and post-test in one group, the research called one-group pretest-posttest design. The location of the research was at eka tama vocational high school pekanbaru, in which participants were 30 students. The study was conducted to know whether there is a significant effect of using cartoon toward students’ speaking ability. Based on research finding of the study, it can be said that there was a high significant effect on students speaking ability. Then, the researcher concluded that language teachers should consider the existence of cartoon as a powerful aspect than can enhance language learning process.

The second title is **“The Effect of Using Realia Strategy on Students’ Writing Descriptive Paragraph Ability at State Junior High School 6 Mandau Bengkalis Regency”** that was conducted by Fajar Putra (2016). His research was an experimental research by using pre-test and post-test non-equivalent group design. This research involved an experimental group and a control group both given pre-test and post-test. The location of the research was at State Junior High School 6 Mandau Regency, in which participants were 34 students. The study was conducted to know whether there is a significant difference of using realia on students’ writing descriptive

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paragraph. Based on research finding of the study, it can be said that there was a high significant difference of result by using realia strategy on students' writing descriptive paragraph ability of the second grade at state Junior High School 6 Mandau Regency.

### C. Operational Concept

Operational concept is used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variables used in analyzing the data. In this research, there are two variables; they are (1) the effect of using Cartoon Media as variable X and (2) students' ability in writing descriptive text as Y variable. To measure each variable the writer identifies them into some indicators as follows:

#### 1. The Procedure of Using Cartoon Media (Variable X)

According to Barker's (2009, in Afrilyasanti and Basthomi, 2011:557), state that the best way to keep our students interested and engaged in lessons is by making them interactive. These activity pages give information on how to enable students analyze cartoon, while using currently relevant materials as a guideline for lessons. The design of teaching using cartoon to develop 21 century learners can be described into pre-teaching, whilst-teaching, and post-teaching:

##### a. Pre-teaching

The pre-teaching activity engaged was addressed to prepare the students with the topic taught. Some questions were asked to the

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students to investigate their background Knowledge on the topic that would be discussed and set the students to focus on it.

1) Asking the students to give opinions on their interest in cartoon and comic, such as:

- How many of you like reading, watching or drawing cartoon or comic?
- Who's your favorite cartoon or comic character? Why do you like them?

2) Asking students' background of knowledge on the topic that will be discussed, such as:

- Have you ever heard the word "racism"? What does it mean?
- Have you ever found racism, intolerance, or discrimination in your surrounding? What is it?

b. While-teaching

Some activities applied in the whilst-teaching were purposed to dig up students' understanding on the implicit meaning within cartoon. Besides, the activities also aimed at stimulating students' awareness on the situations happening in their society. Furthermore, they could be at the level of having critical and analytical thinking. Finally, the students were targeted to be able to produce their own cartoon and comic strips relating to the topic.

c. Post teaching

The post-activity was employed to look into the students' product.

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## 2. Indicator of Students' Ability in Writing Descriptive Text (Variable Y)

Students' writing descriptive paragraph ability serves as dependent variable. It is symbolized by "Y variable." the indicators of this ability are:

- a. The students complete short functional text
- b. The students arrange words into meaningful functional text
- c. The students write simple functional text
- d. The students complete the short essay of descriptive text
- e. The students compose words into meaningful functional of descriptive text
- f. The students write an essay in the form of descriptive text.

### D. Assumption and Hypothesis

#### The Assumption

In this research, after looking at the theories and the possibilities described in the theoretical framework and operational concept, the researcher has a strong assumption that the better cartoon media is applied, the better result of writing descriptive paragraph will be.

#### The Hypothesis

Based on the assumption above, the researcher formulates two hypotheses as follows:

**H<sub>0</sub>** : There is no a significant effect of using Cartoon Media on students' writing ability in descriptive texts at Islamic Junior High School Dar-el Hikmah Pekanbaru.

**H<sub>a</sub>** : There is significant effect of using Cartoon Media on students' writing ability in descriptive texts at Islamic Junior High School Dar-el Hikmah Pekanbaru.

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