

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This Chapter the researcher reviews some literature that related to the area of the study. In this chapter the researcher provide some literature that related with writing, Storyboard telling, and Conceptual Framework.

#### **A. Writing**

##### **1. The Nature Of Writing**

###### **1.1 The Definition**

Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of “writing things down”. It is one of the four basic skills that are very complex and difficult to learn.

“Writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization” Brown (2001).

Among the four language skills, “writing is the most difficult skill for second or foreign learners to master” (Richards & Renandya, 2002: 303). It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words (Brown, 2001: 336). Since the idea or thought is an abstract thing which comes from our mind, it is not easy to transform it into understandable or readable form. The similar definition also stated by Rohman (as

cited in McDonald & McDonald, 2002: 7). He points out that writing is usefully described as a process of putting thoughts into words and words into papers.

So, the researcher concludes that writing is process to make a hand writing where the one who write gives a form for everything what he or she thinks and whatever he or she feels. The researcher has to be able in using written language to give an idea or message.

## **1.2 The Characteristics of Written Language**

According to Brown (2001:341-342) says that there are several Characteristic of written language which distinguish them from spoken language. The characteristic are follows :

### **a. Permanence**

Writing is permanent. When the writers finish their writing, they will can not re edit their writing. Because of that a thorough refinement and revision are needed before the final draft is submitted.

### **b. Production Time**

Time limitation is one of the important issues in writing, especially in an educational context. A sufficient length of time will affect the production of a good writing, and vice versa. When the time given is not sufficient, the writers may produce a messy text. Therefore, a sufficient training in the process of writing will help the students to make the best possible use of such time limitation.

**c. Distance**

A good writer is the one who can deliver the message of his or her writing clearly to the target reader. Distance, here, may mean a range between the writer and the target audience. In order to shorten the distance, the writer should be able to predict the audience's general knowledge and write from the perspective of the target audience.

**d. Orthography**

Many different writing systems have evolved around the world (Harmer, 2004: 1). Therefore, being able to use such writing system is not an easy matter, especially in a language which has different orthography from the writer's native writing system

**e. Complexity**

Written language is different from spoken language which tends have shorter clauses and forms, the written dispose to have larger clauses with more complex forms. So, in written language the writer have to write clearly, cohesively, and coherently in delivering the message to the readers

**f. Vocabulary**

The written English has a larger kind of lexical items than in spoken conversational English. The lexical items that used in the text could be has different meaning depend on the context used by the writer. Because of that, the writer have to learn and take the advantage from the extensive number of English words.

### **g. Formality**

Formality refers to the convention of rules that a certain written message is meant to be. Different purposes of writing have different forms of language that must be followed.

### **1.3 The Process of Writing**

According to Rohman (as cited in McDonald & McDonald, 2002 :7) there are three stages of writing process. They are pre writing, writing, and re-writing. the pre-writing stage is a stage when the process of thinking is happened, such as developing ideas and designing the ideas. Writing is a stage in which the writers put their ideas into words on papers. It means that the writers write down of what they are going to say or write. The next is re-writing. This stage is defined as a process of making revisions or changes of what they have written.

Besides on the concept above, Richards & Renandya (2002: 315), Harmer (2004: 4-6), and Langan (2008: 17-19) propose that there are four basic writing stages. They are planning, drafting, revising, and editing. The first element is planning, that is thinking of what comes on the writers' mind, what they are going to say or write. The second is drafting. In this stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy. Writers can refer this as their first draft which may have several changes later. The next is reflecting or revising. Revising is a process of reading through what the writers had written. In other words, the writers review their text on the basis of given feedback and make a global check to make sure that their writing can be understood by the readers. The last stage is editing. It is a stage in which the writers have edited and

made revisions or changes to their draft into their final version. Nation (2009: 114) points out that there are seven sub processes of writing. They are considering the goals of the writer, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and editing.

#### **1.4 Types of Writing Performance**

According to Brown (2001: 343-346) stated that there are five major categories of classroom writing performance. They are as follows.

##### **a. Imitative**

This type of writing is usually for the beginners, in which they simply write down English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.

##### **b. Intensive**

Students produce language to display their competence in grammar, vocabulary, or sentence formation.

##### **c. Self-Writing**

Self-writing is a writing with only the self in mind as an audience. Diary or journal writing and note taking can be categorized in this kind of writing in which they take a note for something for the purpose of later recall

##### **d. Display writing**

This type of writing is more focused on task based responses in which students are responding to a prompt or assignment.

##### **e. Real Writing**

The purpose of this type of writing is to exchange useful information

### 1.5 Genres of writing

According to Brown (2004:219) stated that there are 3 genres of writing :

1. Academic writing : papers and general subject report, essays, compositions, academically focused journal, short-answer test responses, technical reports, theses, dissertations.
2. Job Related Writing : messages, letters or e-mails, memos, reports, schedules, labels, signs, advertisements, announcements, manuals.
3. Personal Writing : letters, e-mails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms. Questionnaires, medical reports, immigration document, diaries, personal journals, fiction.

### 1.6 Micro and Macro Skill of Writing

Brown (2003:221) has divided that they are 2 main skills in writing, those skills are micro and macro skill of writing. those skill is described as follows :

*Micro skills :*

- 1) Produce graphemes and orthographic patterns of English;
- 2) Produce writing at an efficient rate of speed to suit the purpose;
- 3) Produce an acceptable core of words and use appropriate word order patterns;
- 4) Use acceptable grammatical systems (e. g., tense, agreement, and pluralization), patterns and rules;
- 5) Express a particular meaning in different grammatical forms;
- 6) Use cohesive devices in written discourse.

*Macro skills :*

- 1) Use the rhetorical forms and conventions of written discourse;
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose;
- 3) Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification;
- 4) Distinguish between literal and implied meanings of writing;
- 5) Correctly convey culturally specific references in the context of the written text;
- 6) Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using pre-writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

### **1.7 The Purpose of Writing**

Nunan (2015:78) stated that there are some several purpose of writing. Those purpose as follows :

- 1) To provide a more or less permanent record of some events.
- 2) To communicate with someone else who is distant in time and space by means of letters, postcards, or emails.
- 3) To entertain or instruct through creative literature such as stories, novels, and poems
- 4) To present complex arguments that would be beyond the spoken word in the form of essays, journal articles, and so on.

- 5) To remind ourselves of things we need to do: shopping lists, notes in a weekly planner.

## **1.8 Assessing Writing**

Brown (2007) stated that there are some aspect should be considered in giving score to student writing. Those aspect are :

- a. Content, it is refers to the topic and its explanation, discussion, evaluation, and conclusion. It should be clear, specific, and relevant.
- b. Organization. It is means that how the students organize their idea. The student have to create the good writing from beginning untill the end of their writing.
- c. Vocabulary. This is the most important thing in writing The student have to select the correct word and compose the word into right sentence.
- d. Grammar. A good language is depending on the grammar. It means that good writing is a group of sentences with a correct grammar in every sentence. It does need a long sentence in writing, but what we need is an effective sentence with correct grammar.
- e. Mechanic. It has relation about the rule how the students write. The students have to make sure that every paragraphs are developed . All the words are spelled correctly. The also use the correct punctuations in their writing.

## **2. Teaching Writing**

### **2.1 The Nature of Teaching Writing**

Teaching is explaining the subject, facilitating the students and setting the condition for learning process in an out the classroom. Furthermore, in teaching learning process, teacher and students are the important components in the classroom. Teaching writing is an action to teach about writing both process and product to the



students based on syllabus and curriculum in school. Based on the purpose of teaching writing, it can be classified in two categories, there are writing for learning and writing for writing.

Writing is one of four skills (listening, speaking, reading, writing) has always formed part of the syllabus in teaching of English. Writing has some important roles in human life; either in academic purposes or in other aspect of life. Teaching of writing is conveying, guiding, and giving the knowledge or information about how write well and how produce good writing

## **2.2 The Role Of Teacher in Teaching Writing**

According to Harmer (2002:262) stated that, the teachers have important role in teaching learning process of writing, the ones that are especially important are as follows :

### **a. Motivator**

The teacher must motivate their student. Teacher have to suggest line to the students who cannot think anything, or at least prompt them with teachers' own ideas.

### **b. Resource**

Teachers should be ready to supply information and language where necessary. Teachers need to offer advice and suggestions in a constructive and tactful way.

### **c. Feedback provider**

A teacher have to give respond positively and encouragingly to the content of what the student have written. The teacher have to offering solutions in the student writing with the right correction

### **3. Descriptive Text**

#### **3.1 Definition of Descriptive Text**

According to Pardiyono (2007:2-3) stated that the text are divided into eleven types, those are ; description, recount, narration, procedure, explanation, discussion, exposition, news item, information report, anecdote, and review.

However this study focused on the descriptive text. According to Pardiyono (2007:33-34), description is a type written text, which has the specific function to give description about an object (human or non-human).

#### **3.2 Generic Structure**

According to Pardiyono (2007:33-34) states that a descriptive text has a pattern or structure, those are :

1. Identification

Identification is as first step to begin write a descriptive text. Identification consists of introduction of something that will be described.

2. Description

This step is as second step or last step of making a descriptive text. Description consists of detail description about object that is meant on identification..

#### **3.3 Language Features**

According to Pardiyono (2007:34) the language features that used in descriptive text are:

- 1) Use of declarative sentence
- 2) Use of conjunction

- 3) Use of simple present tense
- 4) Use of adjective, verb, noun, adverb

#### **4. Storyboard Telling**

##### **4.1 The Definition**

Storyboard is prewriting activity emphasizing elaboration, prediction, brainstorming and sequencing, Wishandanger (1993:161). Harrington (1994:283) stated that storyboard is prewriting techniques activity that combine children's love of drawing with their storytelling prowess. It means that storyboard is combination of picture and story to produce writing of the text in the good ways.

Storyboard is a sketch of an image organized in a sequence based on a story script, with storyboard, the author of the story can convey the story easily to the readers or others. Because storyboard make someone imagine a story by following the pictures that have been presented. Storyboard is a drawing of the ideas for the final production, It is also used to create in mind and refine ideas, help to develop, improve, imagine script it is an effective method of communication with creation team.

##### **4.2 Advantages of Using Storyboard Telling**

There are some several advantages of using Storyboard telling in teaching writing for students, those advantages are :

- 1) Storyboard telling encourage students to think innovately and critically about story that they're going to write
- 2) Storyboard telling process can pull out the student creativity by using creative right brain

- 3) Storyboard telling help students to brainstorming their ideas that are going to write
- 4) Storyboard telling helping the students to create in their mind what the complete result will look like
- 5) Help students to develop their creativity
- 6) Help the students to use their time effectively

#### **4.3 Steps to do Storyboard Telling**

This is the steps to do storyboard telling in teaching writing for students in class :

- 1) The teacher prepare the outline of writing
- 2) The outline is consist important material, such as the picture about something that they are going to describe, the question about something that they are going to describe. The question contained about matters relating to something that they would to describe such as how they look like, habbit, etc
- 3) The student fill the outline
- 4) After fill the outline the students write the descriptive text according to the outline that they have answer in a storyboard
- 5) During the process of creating storyboard students can work freely using their creativity and mind's eye. The design of the storyboard should be enough to keep the picture and the explanation of the description.
- 6) The students present their storyboard
- 7) Teacher should always check and guides during the process

#### **5. Previous Study**

The researcher has not found the previous study about storyboard telling in teaching writing descriptive text, but the researcher has found some several studies that use the storyboard to improve the writing skills of student in writing narrative text.

The first journal is journal of Dewi nashran hasan and M sayid wijaya students of IAIN Raden Intan Lampung (2016) entitled “Storyboard in Teaching Writing Narrative Text”. This journal has conducted in SMAN 2 Bandar Lampung at tenth grade in the academic year 2015/2016. The aim of this journal is to examine whether there is significance or not significance influence of creating storyboard in students’ writing ability in writing narrative text. Based on the result of the data collection, there is a significant influence of using storyboard towards students’ narrative text writing ability at the second semester in the tenth grade of SMAN 2 Bandar Lampung in the academic year of 2015/2016.

The second is journal written by Idolla Anastasia and Muhammad Al Hafizh from FBS Universitas Negeri Padang (2013) entitled Using Multimedia Storyboard in Teaching Writing Descriptive Text. This journal has aims to describe teaching media and the selection of teaching material to write descriptive text using multimedia storyboard in junior high school. According to the journal, multimedia storyboard supposed to be able to enhance students’ motivation in learning process. Moreover, it also helps students to work visually and improve their ideas through displaying a set of pictures. So, multimedia storyboard can be an alternative of teaching media to improve students’ motivation in teaching learning process.

The third is thesis of Ni Luh Ayu Prabha Andari students of Mahasaraswati Denpasar University (2014) entitled “The Influence of Creating Storyboard on the Writing Ability of the Eight Grade Students of Smp Negeri 3 Tampaksiring: A Study Based on Subak Cultural Landscape”. This research has purpose to examining whether there is or not significance influence of creating storyboard in students’ writing ability. According to the data analysis there was a significance of creating storyboard on the writing ability of the eight grade students of SMPN 3 Tampaksiring.