CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists several theories through reviewing some literature related to the research. It discusses writing, predicting strategy, and previous study.

A. Writing

1. Definition of Writing

One of the characteristics of a person's linguistic abilities that is designed specifically for use in the language is that person's ability to write. Writing, as a consequence of this, requires the author to conjure up a mental picture and to think aloud, in addition to the use of linguistic system symbols for the purposes of communication and documentation. As a direct consequence of this, the basic objective of the author is articulated quite well. Writing, as described by Harmer (2007), is a technique for the creation of language as well as the expression of ideas, emotions, and views. In addition, Harmer emphasizes that writing is a process that aims to accomplish a variety of objectives and purposes that have the potential to move and pleasure the reader.

Writing is also related to functional communication, and it requires students to create their own imaginative worlds. This means that children may use writing to express their thoughts, feelings, ideas, and love in order to convey a specific message.

Writing should be done with the intention of educating the reader on some subject matter (Richard, 2000). Another purpose of writing is to serve the reader in some way by providing them with information, instruction, entertainment, the solution to a problem, or a demonstration of how to achieve a goal or aim. Miftah, 2013). Writing is really about knowledge, or about finding out what's going through someone's head and then putting it down on paper. Because limiting the nature of the text, its purpose, and its communicative function is a challenging undertaking to do in writing, the researcher has to have the ability to do so (Alamargo&Chanquoy, 2012).

Writing is considered to be one of the most fundamental skills that one must cultivate, as stated in the definition. According to Zainuddin's (2004) assertion, writing is an important skill that requires the use of all other life skills in order to generate a written work. Students may improve their ability to communicate with one another via writing. A person's knowledge of writing is not limited to the form of words or phrases; it may also exist as pictures, a mix of ideas and images, and anything else that is in their head. When anything is put into paper, whether it be information or a person's ideas, it makes it much easier to understand.

2. The Process of Writing

The process may be broken down into a succession of connected or related events, each of which occurs simultaneously at the same

location in order to generate the same end result. A writing process is something that one must go through in order to develop into a great writer. When writing, there are a few steps that absolutely have to be done in a certain order. The process of writing may be broken down into four distinct phases. The first thing you need to do is think of some ideas. Before you begin writing, you may try penning what you're feeling, pay attention to visuals, or read more to get ideas for what you want to write about. The next thing you should do is arrange your thoughts. An approach to determining what to write that involves taking notes and participating in brainstorming sessions is called the organize idea. In the third step, you will create a basic outline. A version of your document that is complete but lacks refinement is referred to as a rough draft. Before commencing work on the first draft, it is a good idea for the author to first create an outline to help organize their thoughts and arguments. (Allce, 2007)/

Writing is one of the productive abilities that needs a process to become a professional writer. This process comprises writing on a continuous and sequential basis during the course of one's career. Before it can be considered a final draft, the writer has to go through the process of writing in order to generate a written document that contains both scientific and non-scientific language. Harmer (2007) said that the process of writing divided into four aspects, there are:

a. **Planning**

At this point, writers are required to think about three crucial factors: the aim of the piece, the audience or readership, and the organization of the material. The purpose of the writing will influence not just the kind of text the author wants to produce and the language that he or she will use, but also the information that the author decides to include in the writing. Second, the writer has to take into account the target market, which will have an impact not only on the tone but also the subject matter of the work (how it is laid out or how the paragraph is structured). Thirdly, writers are responsible for analyzing the content structure of the piece. It suggests that the author should consider if the facts, ideas, or argument in their work are presented in the most effective sequence.

When students first begin writing, they can find it helpful to use a technique called brainstorming, which makes it simpler for them to think of subjects to write about. The process of brainstorming is a speedy way to generate a large number of ideas relating to a certain subject. According to Karen (2003), brainstorming is a useful tactic in writing because it enables you to approach a subject with an open mind, which is one of the keys to effective writing. Because you are not evaluating your ideas as they come up, you are able to free yourself if you discover that you have thoughts that you were completely unaware that you held. One of the many different ways to

get started writing is via the process of brainstorming (Douglas, 2001).The process of brainstorming is closest with predicting strategy which rewuires students to use their background knowledge to find out the topic of writing. So the researcher thought that predicting strategy can produce good writing score.

b. Drafting

In the drafting stage, you really start putting words on the page. First things first: write some thoughts down on paper. This is the most important step (Brown,et al, 1993). After you have completed your planning, you are ready to go on to the next step (drafting). Students must utilize the concepts from planning as guidance when they compose the initial draft of their paragraph; remember to:

a) Begin with a subject sentence that conveys the major concepts, and then add many supporting sentences.

b) Stick There is no material in the topic that does not directly support the main idea.

c) Reorganize the phrases in a way that the rest of the ideas make sense.

d) Use signal words to assist the reader understand how your paragraph's concepts are related.

c. Editing (revising)

It's difficult to jump right to the perfect paragraph when you're beginning writing. There may be several typical blunders, such as a

lack of detail in the information sequence or incorrect discourse markers. Editing is a procedure that involves reviewing and improving upon the first text that was written. In this scenario, researchers edit their own work or the work of others to ensure accurate grammar, spelling, punctuation, diction, sentence structure, and the accuracy of supporting textual information including questions, examples, and other components. In 2007, Harmerargued that there are some steps that must consider by write, the following are:

a) Add new ideas to support the topic.

b) Cross out sentences that do not support the topic

c) Change the order of the sentences

d) Using the following checklist to revise your paragraph

e) Make sure you have a topic sentence

f) Cross out sentences that do not relate to the main

g) Check to see if the sentences are in right order

h) Add new ideas if the support the topic sentences

i) Make sure you have included signal words to help guide the reader, and check the functions, spelling and grammar.

d. Final Version

They have now presented their teacher with the final version of their writing result. Publication is the last step in the writing process. Depending on the piece you're working on, this might signify several things.

a) Bloggers must upload, format, and publish their finished work.

b) Students must submit a final copy of their work in the correct format.

c) It normally involves providing a bibliography, double-checking sources, and including information such as your student reference number.

d) Journalists must submit their work (often referred to as "copy") to an editor.

e) The fiction writer may be submitting their work to a publication or a competition.

f) Make sure you read the instructions thoroughly and follow them. Look for agents that specialize in your field if you've published a novel. "The students could select to depict these steps in the following way: planning, drafting, editing, and final version," according to harmer (2007).

3. **Genres of Writing**

A writer's genre is the way he or she uses words to convey a story about a repeating event (Belcher and Liu 2007). In other words, genre is a loanedword for the different norms that govern the arts and culture. These various regulations each have their own set of standards and characteristics that distinguish them from one another. Genre is what some term "typified rhetorical action," which means that similar characteristics appear repeatedly, with little changes, across time, in part

because audiences anticipate certain things to happen or demand specific sorts of experiences. By understanding the genre, students will be able to not only employ English phrases, but also order them in a way that is familiar to native speakers. There are three primary types of writing, according to Brown and Douglas (2004):

a) Academic Writing, which includes papers and general topic reports, essays, compositions, academically oriented journals, replies to short-answer tests, technical reports, theses, and dissertations.

b) Job-related composing: notes, letters, emails, memorandums, reports, agendas, labels, signs, ads, public service announcements, and instruction manuals.

c) Personal Writing: letters, e-mails, greeting cards, invites, messages, notes, calendar entries, grocery lists, reminders, financial papers, forms, questionnaires, medical reports, immigration paperwork, diaries, personal journals, fiction (Brown & Douglas, 2004).

4. **Process and Approaches in Teaching Writing**

According to the process approach, any and all writing is a creative act that, in order to be done well, requires both time and constructive criticism. The role of the teacher in process writing shifts from one of assigning students a writing subject and receiving the final product for correction to one of receiving the finished product for correction without intervening in the writing process itself. This shift in

the teacher's role is due to the fact that process writing is more student-centered than traditional forms of writing instruction.

"The process approach," Caroline (2005) explains, "Focuses on what writers do when they write rather than textual aspects, although this method also analyzes textual features based on the author's actual role." Brown argued in 2004 that teaching writing may be broken down into two techniques. The following are the two strategies:

a. Product-oriented

According to product-based methods, writing is primarily concerned with language structural knowledge, and writing progress is mostly the consequence of imitation of input, such as texts supplied by the instructor (Richard, 2000). Brown (2004) expected that the product-oriented approach's compositions would b:

a) Meet specific requirements for English rhetorical style.

b) Use correct grammar.

c) Be arranged in accordance with what the audience considers to be acceptable.

b. Process-oriented

a) Concentrate on the writing process that leads to the final written output.

b) Assist students in comprehending their own writing process.

c) Assist them in developing a repertoire of prewriting, drafting, and revising procedures.

d) Allow time for students to write and rewrite.

e) Place a high priority on the revision process.

f) Allow students to write until they figure out what they want to express.

g) Encourage students to seek input from both the teacher and their classmates throughout the composing process (not just on the end output) as they try to bring their expression closer to their objective.

5. The Purpose of Writing

To make their writing understandable, a writer must first understand why they are writing. According to O'Malley and Pierce (1996), there are three types of writing objectives that explain the types of writing done by students. Those are:

a. Informative

Informative writing aids in the integration of new concepts and the examination of prior knowledge. As a result, authors may offer their knowledge and provide information, suggestions, or ideas. Describing events or experiences, as well as generating new ideas or relationships, are examples of informative writing. For example, a biography about a well-known person from the writer's life is an example of informative writing.

b. Expressive / Narrative

Expressive writing is a kind of creative or personal expression in which the author creates a tale or essay. Fun writing, such as poetry and short dramas, is frequently utilized for enjoyment, pleasure, and exploration.

c. Persuasive

Writers utilize persuasive writing to try to convince people to take action or charge. This style of writing covers reviews of books, movies, consumers, products, and hot topics.

6. Teaching Writing

To teach writing, a variety of methods might be used. This strategy is sometimes helped by the use of a variety of media, including video games, music, and music, as well as visual series. This is how it's explained:

Using video games. According to Bing (2013). Writing a pre-experience notebook is similar to teaching writing using video game concepts. An example of a video game exercise in which students are asked to play video games for three weeks. Students spent three weeks writing about their video gaming experiences. Students were administered the identical questions as in the prior research after three weeks to assess writing development. Finally, students write a final journal post 14 to express their thoughts about the game and their writing abilities.

Using song and music. Songs and music, according to Mishan (2005), may be used to educate writing. It's a memory activity to teach writing using song and music approaches. Songs and music are really beneficial since they help increase student interest in the learning process. Furthermore, this is an example of a song and music-based exercise. Students can recall more vocabulary and apply it in communication tasks such as writing and speaking by listening to music in a second language. As a result, students benefit from using songs and music in the writing process since they recall a lot of terminology from songs and music.

Using picture series. According to Gutiérrez, Puello, and Galvis (2015), image series can be used to teach writing. Teaching writing with the use of a photo series is a descriptive practice. Students read the text and identify the components in the picture to gain verbs, adjectives, nouns, and characters, among other things, as part of a picture series activity. Second, students observe a sequence of photographs and brainstorm vocabulary (verbs, nouns, adjectives, and conjunctions) that will be employed. Students arrange and plan what they will write in the third step. As a result, students must compose a draft using all of the information.

The researcher used a prediction strategy with webtoon based on the media indicated above. This research examines students' recount

writing abilities using a prediction strategy with webtoon to see how successful this medium is for teaching writing.

B. **Concept of Predicting Strategy with Webtoon**

1. **Predicting Strategy**

   a. **Definition of Predicting Strategy**

   Prediction is the foundation of comprehension. By guessing, readers may estimate and envision what will occur in the text and update their predictions as they progress through the book. The connection between the reader's logical prediction and the author's intentions as part of the text is an essential component of teaching prediction.

   Moreillon demonstrates that this strategy is intended to keep students' reticular activating systems and emotional filters ready to seek out material that would support or disprove their hypotheses, so motivating them to follow the narrative through personal involvement. As with other understanding processes, Duffy asserts that prediction relies on the intentional use of prior knowledge. It is suitable for use in a variety of narrative text types and text formats. (Duffy, 2009).

   The readers' prior knowledge of the topic serves as the foundation for their predictions. The title, images, table, graphs, or cartoon can help readers anticipate the content of a paragraph. By using a prediction strategy, students are more likely to utilize their

critical thinking and personal experiences to determine the subject matter of a work. Thus, predicting motivates individuals to actively utilize their existing knowledge. This example demonstrates how to create predictions using subject hints. Students will practice guessing until they are successful.

It increases confidence because, after they make accurate predictions, it may motivate them to provide more and more until they have the confidence to make accurate predictions. Even if their predictions are incorrect, the reader will be intrigued by the actual outcome. When unsure of a response, they will confer with other friends.

b. **Step of Using Predicting Strategy**

According to Buehl (Buehl, 2014), there are several phases to implementing this strategy. The following are:

1. Preparing accurate prediction. First, the consistency of the evidence available. It must also be consistent with prior knowledge and experience. Confirming and rejecting as a component of active reading.

2. Select a text and demonstrate how statements and clues within the text affect predictions.

3. Make a prediction guide that consists of a list of statements that may occur when students read the text.

4. Ask students to create their own prediction from the reading

passage by gathering proof from title, headings, pictures and others and the teacher convinces the appropriate one, while students enunciate the title.

2. Webtoon

a. Definition of Webtoon

The use of digital technology as a teaching medium is gaining recognition as a new trend in English classrooms in the 21st century. Thus, people will find it simpler to search out material on mobile applications and websites that provide a distinct atmosphere. Consequently, instructors are urged to use their creativity to provide a relevant teaching tool in the classroom to assist students in achieving their learning objectives.

Comic is one of the educational medium that may be utilized. It consists of digital comics that may be watched online or downloaded for offline viewing. Internet and smart device advancements have contributed to the revolution of comic books. There are several applications for mobile devices that enhance the reading experience. With portable devices, numerous comic files and pages are frequently digitally shared and downloaded from websites at a lower cost than printed comics.

Digital comic released as a novel media for visual story exploration (S.B Zaibon, 2014) Ward and Young observe that readers must focus to comprehend the link between text and image

and to deduce unstated meaning and messages. Also, images in comics serve as contextual cues for movement between panels, so readers must pay attention to both text and images (T.A Young, 2011). It is intended to increase the viewer's attention and comprehension. According to Johnson, comics are able to incorporate both visual and textual signals for reading (Andrew, 2008).

The author concludes that a digital comic is a collection of tales that can be watched online via a website or application without the need for written text to envision the visual story. It enhances comprehension by imparting virtual literacy.

Comics are one of the several types of learning mediums that may be utilized in the process of learning. Webtoons are an example of a specific genre of digital comics. The official website for Webtoon describes the service as a "digital comic platform" that gives consumers access to a wide variety of free comics both online and on their mobile devices. Webtoons are a subgenre of online comics that were first introduced in South Korean websites in the year 2003. Users of Webtoon have the opportunity to read riveting comic stories in a variety of languages, including Indonesian, English, and Korean, all of which may be translated into other languages for free. Every day, new stories are added to Webtoon's library of content.

Webtoons become an important form of media when they are published as digital comics. Webcomics are designed to work especially well on mobile devices; hence, the pages of webcomics are often laid up vertically, and each panel is given its own area. The number of Webtoons that have been adapted into English is growing. The majority of comic book subgenres are represented in webtoons. There is a possibility that it will feature comedy, romance, a mystery, an adventure, etc.

In light of the advancement of technology, Webtoon as an online comic provides one technique to pique the interest of pupils. Webtoon has unique deals for millennial students who spend hours using a cell phone or other electronic device while studying. With a single click, readers may select from a variety of stories in many genres and swiftly navigate through the panel discussion. Webtoon is literally more convenient since viewers do not need to bring every story or comic book series. They only need to carry a phone and internet connectivity. Since it is free, they may read anywhere without incurring excessive costs. In addition to its readability, the comic is presented in full color, unlike most other comic books which are predominantly produced in black and white.

b. Features of Webtoon

There following are some aspects of Webtoon:

1) Originals   : The tales are created by diverse writers

2) Genres   :Comic based on several genres, including drama, fantasy, humor, action, slice of life, romance, superheroes, and others.

3) Popular   : Popular stories seen on a daily basis.

c. Criteria for Webtoon Story Selection in Teaching Activity

There are some criterias for Webtoon story selection in teaching activity, they are:

1) Easy to understand

2) Interesting

3) Has a moral value

3. Predicting Strategy with Webtoon

Webtoon as digital comics can improve pupils' writing skills. The educational value of comics is mostly for reading comprehension. Webtoon's prediction approach enables students to freely express their opinions by predicting the tale depicted in the images. Students will be encouraged to speculate about the plot and expressions. It is likely provided by the story's characters.

Comics are created when sequential visuals and text are received concurrently. When teaching in a classroom, an effective, inventive, and easy-to-use medium is essential, especially since technology continues to advance daily. Webtoons, in contrast to comic strips, which must be printed before reading, may be read digitally through www or web online on a personal computer or other electronic device. It's possible that an

online comic called Webtoon, which can only be viewed if you have access to the internet, may soon be considered a new medium for teaching reading in schools.

It often consists of visuals that provide a visual story and is supported by a relatively limited amount of lines of text that are read in sequential order. The speech, text, or captions that are carried by balloons in comics are an essential component since they convey the character's voice and are responsible for giving the story or "life" to the comic (Asri, Fatimah, Santiana, &Saputra, 2019). The students are able to give their perspective on the tale, which is highly compelling, by using their vision and inspiration in doing so. Students are required to read the book, but they also sketch and produce artwork based on the characters' actions, the dialogue, and the storyline. Webtoons are essentially an improved and more user-friendly version of the traditional comic strip format.

Using predicting strategy without putting any words into the discussion forces the reader to infer the appropriate phrase for the image. Readers are not only passive consumers of the information when they speculate on the subject matter; rather, they are active readers who are able to voice their own thoughts. Students are asked to make their best estimates for both the expressions and the media narrative when the speech bubbles do not include the words. This is done by deleting the words from the speech bubbles. Readers are required to engage in critical thinking and interact between clues and past knowledge in order to

produce meaning from the text.

Active reading is promoted by the use of Webtoon because it gives the reader the opportunity to pay closer attention to the text, draw conclusions, make predictions, fill in the gaps, and image themselves as the character in the story. This method of reading also encourages active learning since it compels readers to reflect, plan, monitor, speculate, predict, test their knowledge, and alter their reading techniques (Burke, 2012). This reading technique will stimulate the students to write effectively and easily.

This method encourages student participation in the classroom. The kids will transition from teacher-centered to student-centered learning. Stimulating pupils by asking them to guess the concepts can activate the background knowledge of readers, hence improving student learning outcomes. Students might signal an empty panel or balloon by displaying imaginative emotions and behaviors. Curiosity will encourage readers to be imaginative and give an opportunity to discover what they can predict about the novel. In addition, pupils are required to determine the story's plot. They attempt to mention the guess by examining the visual narrative. Through this project, students are asked to provide their arguments on the expressions of the comic book characters.

The processes involved in teaching reading using Webtoon's prediction approach are as follows:

1. In the first activity, the instructor divided the students into many

groups.

2. Utilizing a projector to display the Webtoon tale to the class.

3. Including the panel discussion in the prediction of the balloon. Some of the balloons are closed, requiring students to continue predicting what is associated with the image's emotion.

4. Requested that they debate and guess the comic's plot vocally and in writing on their book.

5. After that, giving students predicting guides as Buehl proposed (Buehl, 2014). Two prediction guides exist. The prediction guide begins by asking students to describe the story's progression. Second, the employment of a prediction guide to fill in the gaps in the story's discourse.

6. To see if their prediction is accurate or not, they must read the entire Webtoon's tale. Instruct students to recite the tale in front of the class, including the main concept, particular details, and conclusion.

7. Review

C. Previous Studies

In doing this investigation, the researcher is guided by prior research. Some studies pertinent to this subject are described below:

1. A journal entitled "*The Effectiveness of Webtoon to Develop Students' Writing Skill in Narrative Text of Tenth Grader in SMK PGRI 13 Surabaya*" by Nova, Linda, and Sulton(2018)

   This research aims to see the effectiveness of Webtoon in

developing students' writing skills in narrative text. The sample of this study is X APK 2 of SMK PGRI 13 Surabaya. The researchers state that Webtoon effectively develops students' writing skills in narrative text. The previous study focused on writing narrative text, while this current study will focus on writing recount text. This recent study also uses a prediction strategy with webtoon as a novelty that makes it different from the previous research.

2. A thesis entitled *"The use of comic strip to improve students' narrative text writing ability : a classroom action research at eight grade students of Islamic junior high school Al Anwar Sarang Rembang in the Academic Year of 2015/2016)."* By Rochman (2016)

This study shows that using a comic strip can improve students' narrative text writing. The average of the students' scores from pre-cycle, cycle one, and cycle two proved the hypothesis. The students' score is 63.67 in the pre-cycle, 70 in the second cycle, and 77 in the second cycle. The researcher concludes that using comic strips as a teaching medium is recommended for English teachers to teach narrative writing text. The previous study used classroom action research as a research design, while this current study will use a quasi-experimental design. Comic strips were used in the previous research, while Webtoon as a digital comic will use in this recent study.

3. A strip entitled *"The Use of Predictions Strategy in Improving Students'Reading Comprehension"* by Rusli Sumirat, Cecep Fahmi

Rahmat Padilah, and Acep Haryudin (2019)

Using a prediction technique, the journal aims to increase the reading comprehension of seventh-grade SMP Darussurur Cimahi pupils. A quantitative study uses a sample of 36 students from a single class. SPSS examined ten multiple-choice questions and ten essays. The average pre-test score was 52.36, whereas the average post-test score was 76.42. The t-test result indicated that the Null Hypothesis was rejected. This indicates that prediction strategies substantially affect pupils' reading comprehension. This prior study utilized a prediction technique with conventional media, but this study employed a prediction strategy with webtoon.

4. A journal "*Using Webtoon Comic as Media in Teaching Reading Narrative Text for Junior High School Students*" by Bagus Wahyu Juniarto and Drs. Fahri M.A (2019)

This research discusses using Webtoon to teach narrative text for reading comprehension in ninth-grade SMP N 1 Tulangan and the student's responses. The study included qualitative methods, including observation, student assignments, and interviews. The outcome demonstrated that integrating Webtoon as a medium in teaching reading was effective since students became more engaged, could quickly grasp the material, and responded positively to this media. The previous study employed webtoons as a medium for teaching narrative text reading, whereas this study employed prediction strategy with webtoon for

teaching recount text.

5. A journal "*Improving Students' Reading Comprehension of Descriptive Text by Using Prediction Strategy*" by Desy Wulandari (2017).

This research examines how the use of a prediction method affects students' levels of reading comprehension as well as their responses to the implementation of the strategy. In addition, it demonstrates a statistically significant rise in pupils' reading comprehension levels when the significant level is increased from 0.00 to 0.05. According to the questionnaire findings, most students express contentment and agree that using a prediction approach may help enhance their reading comprehension. The earlier study employed a prediction strategy with traditional media and concentrated on participants' ability to read and understand the descriptive text. In contrast, the present study employed a prediction strategy with webtoons as the media and will concentrate on participants' ability to write recount text.