

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of previous studies, the nature of writing, nature of media, functions of media in teaching-learning process, nature of narrative, the structure of narrative text, nature of comic, nature of comic strips, advantage of English comic strips, the procedures of using comic strips in teaching writing and application of English comic strips in teaching writing of narrative text.

#### **A. Previous Studies**

In this chapter, some literatures related to study are reviewed as means to clarify the present study. These previous studies gave a view about the issues that discuss.

Fika Megawati entitled “comic strips a study on the teaching of writing narrative texts to Indonesian elf students’”. In her result, she found that the result of his study shows that using of comic strips could improve the students’ ability in writing a narrative text. It was found that the use of comic strips for composing narrative texts through writing process in the study showed that the students’ writing ability improved during the cycles conducted.<sup>1</sup>

Norma Indah Lutfifati thesis “Using comic strips to improve the eighth grade students' ability in writing narrative texts at SMPN 9 Malang’”. The result of the

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<sup>1</sup>Fika Megawati & Mirjam Anugerahwati, “Comic Strips: A Study on The Teaching of Writing Narrative Texts”, TEFLIN Journal, 23(2), 2012.

writer shows that comic strips successfully improved the students' ability in writing narrative texts" All of the students had reached the minimum score of 3" Moreover, the majority of the students gave positive responses toward the implementation of comic strips and they said that comic strip was interesting and easy to understand because there were some dialogues related to the topic" In addition, it helped them to organize paragraphs and develop ideas in writing narrative texts".<sup>2</sup>

Lili Purwanitasari entitled "Using comic strips to improve the ability of students of SMP Negeri 2 Malang in Writing Recount Text. She found that the result of the research showed that comic strips successfully improve the student ability in writing recount text especially in term of content, language use and spelling."<sup>3</sup>

In this study, the writer has different subject and object of the study. In this study, the writer' subject is the students of SMA Muhammadiyah Palangka Raya. The writer takes the tenth grader students. The writer' object is teaching English writing using comic strip and without using comic strips.

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<sup>2</sup>Norma Indah Lutfifati, "*Using comic strips to improve the eighth grade students' ability in writing narrative texts at SMPN 9*", Unpublished Undergraduate Thesis. State University of Malang, 2011.

<sup>3</sup>lili,Purwanitasari."*Using comic strips to improve the ability of students of SMP Negeri 2 Malang in Writing Recount Text*", Unpublished Undergraduate Thesis. State University of Malang, 2010.

## **B. Nature of Writing**

### **1. Definition of Writing**

There were a few definition of writing, they are:

Writing is the representation of language in a textual medium the use of sign of symbol. Writing began as a consequence of the burgeoning needs of accounting. Writing more particularly, refers to things, writing as a noun, the thing that is written, and writing as a verb, which designates the activity of writing. It refers to the inscription of character on a medium, there by forming words, and longer units of language, known as texts. It also refers to creation of meaning and information there by generated.<sup>4</sup>

In the other words, Fauziati also states that writing as a process is oriented towards work in progress and the development of new skills, rather than merely evaluative task, the classroom practices, therefore, will vary from each other.<sup>5</sup>

Based on the statements, it can be concluded that writing is an act or process to produce some information in their mind that should be express into writing form. Writing will be the best if the students guide on the rules defined. It usually refers to contents, organization, grammatical, usage and mechanics, sentence structure, mastery on vocabulary and so on. Based on the statement above the writer concludes that writing is activities of putting letters, symbols, number on paper by using some tools and it used to express and explain ideas.

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<sup>4</sup> Dina Novita Sari “*Teaching Writing Using Guided Writing and free Writing Techniques in Making Narration Text by the Second Year Students of SMAN-1 of Sampit*”, Thesis.Tahun2007, p.26.

<sup>5</sup>Endang Fauziati,” *Teaching English as a Foreign Language*”,p.151.

## 2. Types of Writing

Writing includes various kinds of text types. According to Scholes and Comley, there are six major of writing text types. They are narration, description, argumentation, analysis, and synthesis.

### 1) Narration

A narrative is a report on an event, a happening that unfolds in time. Narration is a form of writing shared by the creative writer, who invents the events to be narrated.

### 2) Description

In description, it takes a scene or an object and captures it in language. That is, it organizes the details of the object or scene to describe in the way that will most effectively convey the sensual image.

### 3) Classification

Classification is another form that puts a premium on organization. In classification, it organizes the material not by time or space, but by a principle of logic.

### 4) Argumentation

Argumentation differs from persuasion by being more rational. It is aimed at clarifying a topic rather than at moving a reader. Its function is to make the reader *do* something.

### 5) Analysis

Analysis is both a way of observing and a way of writing about something has observe In particular, it involves taking things apart and seeing how the parts are related, so *as* to understand how the object of analysis works.

#### 6) Synthesis

Synthesis is the fullest and most complete form of academic writing. In synthesis, the writer uses the structure of an argument, and the data provided by research and analysis, to develop a thesis.<sup>6</sup>

### 3. Writing Process

In teaching writing, it includes taking students through a process in a series of steps, such as brainstorming for ideas, organizing then sequencing them, revising, editing the draft, and so on. When the writer begins to write, he/she will think about what and how to tell the plot of story. After finishing it, the writer read what he/she has written as a whole. Then, make changes and corrections to the error. Furthermore, the writer rewrites and revises it to get success in his/her writing work. For more details, there are some steps in the writing process that can be seen as follows:

- a) Pre-writing it is an activity of writing that aimed to stimulate the students to write. The students was stimulate by given brainstorming.
- b) Drafting is the process when the students focus on the fluency of writingand write without worrying that their writing was wrong. During the process of

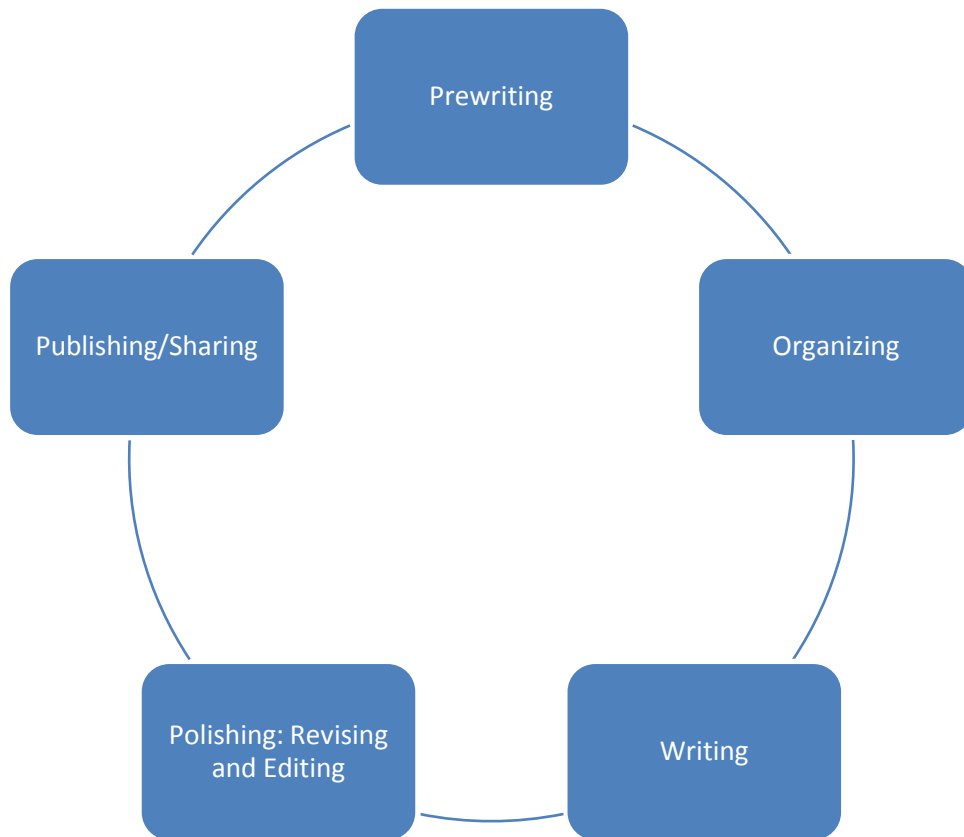
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<sup>6</sup>Robert Scholes and Nancy R. Comley, "*The Practice of Writing: Second Edition*", (New York: St. Martin's Press, Inc., 1985), p. 11.

writing, the students must also focus on the content and the meaning of the writing.

- c) Revising is the process when the students review and reexamine the text to see how effectively they have communicated their ideas to the reader. It is not a simply activity to check the language error.
- a) Editing is the process when the students edit their mistakes on grammar, spelling, punctuation, sentences, etc.

The steps of the writing process above are very important and must be done to make a good composition. It can also be described as follows:



**Figure 2.1**  
**Writing Process**

#### **4. The Assessment of Writing**

Assessment is an integral part in the teaching of writing. It is a process of getting information about students' development and their achievement in the teaching and learning activity. It has an important role to know the students' progress in learning activity. By definition, assessment is a systematic approach for collecting information on students' learning or performance usually based on students various sources of evidence.<sup>7</sup> There are two kinds of writing assessment: process, and product assessment.

##### **1) Process Assessment**

Process assessment in the assessment that is done while the teaching and learning process. It is a kind of ongoing assessment used to keep track of students' progress in writing or to monitor the students' progress in writing. In this case, Tompkins states that process assessment is designed to probe how the students write, the decision they make as they write, and the strategies they use.

Therefore, the aim of process assessment is to give information about the students' performance. Here, there are three kinds of measurements for process assessment: writing process checklist, students-teacher assessment conferences, and self assessment. Writing process checklist is a kind of format that can be used in observing students when they are writing. Here, the teacher can note how the students move through the writing process stages.

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<sup>7</sup>Sabarun, "*The Effectiveness of Using Outlines in Writing Expository Essay*", STAIN:Palangka Raya, 2010, p. 32.

In conferences, the teacher meets with the students individually and discusses with them about the students' writing. The discussion is focused on any aspects of the writing process, which cover topic selection, prewriting activities, word choices, types of revision, and so on. In addition, self assessment encourages students to think about their purpose in writing and to reflect on what and how much they are learning.

## **2) Product Assessment**

Product assessment is defined as giving score to the students' final composition. It focuses on assessing the students' final composition. To assess the students' writing product, there are three methods of scoring. There are holistic, primary trait, and analytic scoring.

Holistic scoring is a procedure in scoring students' writing on the basis of the general impression of the composition as a whole. It looks at the piece of writing as a whole and assesses its ability to communicate to the reader. The second type is primary trait scoring. The primary trait scoring is a way of scoring piece of writing by focusing on the specific feature or characteristics. The trait could be language-based feature emphasizing any one or more of the criteria such as idea development, organization or fluency. The third type is analytic scoring. Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub skills on which a rater bases his or her judgment. In addition, analytic scoring identifies the specific needs in a piece of writing. A list is made of the prominent features that should appear in the piece of writing.

In analytic scoring, the rater gives their score on the basis of the marking scheme that contains some features or components of writing, such as content, organization, sentence structure, and grammar, usage and mechanics. Each component is scored separately and sometimes given different weights to reflect their importance in instruction. Unlike the holistic system, the analytic scoring separates the features of a composition into components. There are two advantages of this type of scoring. It provides feedback to students on specific aspect of their writing and gives teachers diagnostic information for planning instruction.

In this study, the writer only used product assessment with analytic scoring method in evaluating the students' final composition. The analytic scoring method applied in the study covers four components (content, organization, vocabulary, grammar, and punctuation).

### **C. Nature of Media**

#### **1. Definition of Media**

As known that media dominate in human live. It is around them, so they can find it easily in everywhere. Media is made in various types and sub stances. Many people use it for any purposes. The following will be explained the definition of media. The word of “media” is derived from Latin and the plural form of word “medium”, which literally means “mediator or conductor”. Thereby, media is a vehicle of transferring information of knowledge or message]. Based on the definition above, the media have important role for people to get information. Therefore, many

teachers use the media as a tool to teach the students in the classroom to transfer knowledge.<sup>8</sup>

## 2. The Importance of Teaching Media

Media that are used by the teacher in learning process can give motivation and stimulus to the students in learning activity.<sup>9</sup> The use of media in English teaching is more effective. Besides that, it can give motivation and help the students to comprehend of the subject. One of the main functions of the teaching media is as teaching aid that will influence the climate, the condition, and the environment of learning organized and created by the teacher.<sup>10</sup> There are some reasons of importance teaching using media:

1. The teaching learning process using media will increase students' attention so that it can develop in learning motivation.
2. The meaning of the material easy to understand and it also makes the purpose of teaching very well.
3. Teaching method not only limited on teacher instruction so that the student not be bore.
4. The students not only listening to the teacher's explanation but students also do the other activities to demonstrate and others.<sup>11</sup>

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<sup>8</sup>Syaiful Bahri Djamarah and Aswan Zain, "*Strategi Belajar rMengajar*", (Jakarta: PT Rineka Cipta, 2006), p. 120.

<sup>9</sup>Hamalik and Azhar Arsyad. *Media Pengajaran*. Jakarta: PT. Rajagrafindo Persada. 2000. p.15.

<sup>10</sup>*Ibid.* P. 15.

<sup>11</sup>*Ibid.* p. 25

### **3. Kinds of Media**

There are many kinds of media which can be used by the teachers in the teaching learning process, but the teacher should be selective when choosing.

The following are the media:

a. Flashcard

Flashcards are small cards with a picture or symbol on them used both in teaching and in development work. In the classroom, flashcards are commonly used to teach reading.

b. Whiteboard

A whiteboard has a smooth shiny white surface, which can be written on with special pens and wiped clean with a dry cloth.

c. Flipchart

A flipchart is a series of sheets of paper, fastened together at the top. When a sheet has been used, it can be 'flipped' over the top so that the next sheet can be used.

d. Worksheet

A worksheet lists questions or activities for students or trainees to work through. Pre-prepared worksheets can be used successfully with groups with differing abilities or language skills because each person can work at their own pace.

e. Cartoon

A cartoon is a simple picture of an amusing situation; sometimes it is a satirical comment on a serious or topical issue. A strip cartoon is a sequence of framed drawings, which tell a story. Both types are to be found in newspapers, magazines and leaflets. In development situations a cartoon is a method of conveying a specific message.

f. Map

A map is a flat drawing or representation of an area, such as a village, which shows the location of natural and man-made features and resources. A map is drawn or made to be smaller than real life, and is not always to scale.

g. Video

Video is Video is the visual part of a movie or recorded program, or something recorded to watch in the future. An example of a video is something you'd watch on YouTube.

#### **4. Functions of Media in Teaching-Learning Process**

Using media in teaching-learning activity is very useful and crucial for the teacher and students. For the students, it can help them to understand some certain concepts that cannot be explained orally by the teacher. Meanwhile, for the teachers, when he/she cannot be able to explain about something to the students, they will use it to facilitate them in teaching and giving information to the students, so they can think concretely through the objects of media. According to Nana Sudjana (in Djamarah and Zain), there are some benefits that can be obtained by using media in teaching-learning process. They can be seen as follows:

- 1) To increase students' motivation, interest, and attention to learn about something.
- 2) To foster students' learning development in order to get good outcome.
- 3) To stimulate the students' way of thinking in learning something from their own real experience toward the objects of media.
- 4) To make the students learn to think regularly and continuously.
- 5) To increase students' critical thinking and help them to develop their ability in using language.
- 6) To help the students getting a better learning experience.
- 7) Through media, the learning material will be easier to understand by the students and enable them to achieve the learning goals.
- 8) The teacher was having various teaching methods, not only focus on teaching in verbal communication. So that, the students will not feel bored and reducing teacher's tiredness in teaching along time in the classroom.
- 9) The use of media in the classroom can encourage the students to do many activities, such as observing, applying, and demonstrating.<sup>12</sup>

#### **D. Nature of Narrative**

##### **1. Definition of Narrative Text**

Narrative text may be either fiction or non-fiction. The examples of fiction include realistic fiction, science fiction, mysteries, folk tales, fairy tales, and biographies.<sup>13</sup>

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<sup>12</sup>Djamarah and Zain, *op. cit.*, p. 137.

Narrative is to tell a story, to tell what happened. In addition, there are several points about effective narrative paragraph. First, a good narrative paragraph must include the entire significant event. Second, it does not bring up un-significance points. Third, it follows a logical time sequence. Fourth, it does not drag on; its pace is brisk. Fifth, it usually has a point that can be drawn from the story.<sup>14</sup>

According Furaidah that an effective narration paragraph has three important characteristics, they are:

1. It tells a story

Narration tells a story about a series of events may be real or nonfiction as histories, biographies, and newspaper stories or imagery or fiction, as in a short stories, novels and plays.

2. It was organized by time order or chronological order.

In addition, the series of events in narration are generally arranged by time order or chronological order. This means that the story begins with what happened first, then moves on to what happened next and ends with what happened last.

3. It shows the writer's attitude point.

When writing a narration, you should have purpose, in other word, you tell a story to teach something, persuade, or make point. Otherwise, your readers will

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<sup>13</sup>Type text, *Narrative*. (Online) (<http://lisinmuh.blogspot.com/2009/12/narrative.html>) accessed on July 3<sup>th</sup>,2010.

<sup>14</sup>Sabarun, "*Paragraph Writing*", 2008,p.11.

probably wonder why they need to bother to read your story. Your purpose will guide you to select the details to include and those to exclude in your story.<sup>15</sup>

Narration is more often about past story, but sometimes it is also about repeated present story. Past and present narrations have several similarities and differ mainly in when the story takes place. Therefore, in writing both present and past narrations, you need keep yourself aware with your choice of verb tenses.<sup>16</sup>

Common forms of narrative text which are studied in high school are:

**a. Legend**

What is legend? A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The examples of legend in narrative text are:

Sangkuriang

Maling Kundang

The legend of Tangkupan Perahu

The Story of Toba Lake, etc.

**2. The Structure of Narrative Text**

**a. Generic Structure**

A narrative text usually has three main parts: orientation, complication and resolution.

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<sup>15</sup>Furaidah, “*Advanced Writing*”, p. 126.

<sup>16</sup>*Ibid*, p. 137.

- a. Orientation : sets the scene: where and when the story happened, introduces the participants of the story: who and what is involved in the story.
- b. Complication : Tells the beginning of the problems which leads to the crisis (climax) of the main participants.
- c. Resolution : The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.<sup>17</sup>

According to Sudarwati there are three points about the generic structure of narrative text. First, Orientation (beginning): who were involved in the story, when and where Second, Complication (middle): a problem arises followed by other problem. Third, Resolution (ending): solution to the problem.<sup>18</sup>

Based on the statement above, the writer concludes that the generic structures of narrative are:

Firstly is an orientation. The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened.

Secondly is complication. This is where the writer tells how the problem arises; sometimes something unexpected events will happen.

Thirdly is resolution. It is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of the story.

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<sup>17</sup>Sudarwati, “*Look Ahead an English Course for Senior High School Students Year XI*”, p. 154.

<sup>18</sup>*Ibid*,p.62.

Furthermore, the generic structure of narrative text can be shortened as; orientation, complication and resolution.

#### **b. language Features**

1. The use of noun phrase : a beautiful princess, a huge temple, etc.
2. The use of connective : first, before, that, then, finally, etc.
3. The use of adverbial phrase of time and place: in the garden, two days ago.
4. The use of simple past tense : He walked away from the village.
5. The use of action verbs : arrived, ate, went, laughed, walk, sleep, wake up, etc.
6. The use of saying verbs : say, tell, ask.
7. The use of time connectives and conjunctions: one day, a week later then, a long, long time ago, when, etc.<sup>19</sup>

#### **3. Example of Narrative Text**

Narrative writings are often used to describe what a person does over a period of time. Read this example narrative paragraph, notice how words like ‘later’ are used to connect what happens.

<b>Beauty and the Beast</b>	Title
Once upon a time there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his staffs and servants.	Orientation
One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent	

<sup>19</sup>Sudarwati, “*Look Ahead an English Course for Senior High School Students Year XI*”,p.62.

<p>her away. After he sent the woman away, she turned into beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture. One day, an old man named Maurice was travelling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him. After some time, Maurice's daughter, Belle, began to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay in the castle so that her father could go home.</p>	Complications
<p>While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The Beast and his servants became human again. Then, the Beast and Belle got married. They lived happily ever after.</p>	Resolution

## **E. Nature of Comic Strips**

### **1. Definition of English Comic Strips**

Comic strip is a printed paper consisting of images and incorporated with text. It is also categorized as one of media of teaching in the classroom. In addition, comic strips are often regarded as interesting and motivating media. Arlin and Roth suggest

that comics are interesting, and children will attend to that which they find interesting more than to that which they find uninteresting.<sup>20</sup> Absolutely, it can appeal to children, because of consisting of picture series and interesting story.

Each comic strip has various stories, it may tell about humor, action, mystery, thriller, adventure, and so forth. It also often influences the children's emotion and feeling while conceiving the story. Comic strip is a fun medium for students and also developing their imagination. They consist of a series of humor drawing or a cartoon with words in balloon and captions. Based on the definitions above, it can be concluded that comic is an art work which has sequence of characteristics stories, events in picture form which can be humorous, mysterious, adventurous, and etc.

a. Example of comic strips




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<sup>20</sup> Marshall Arlin and Garry Roth, Pupils' Use of Time While Reading Comics and Books, *American Educational Research Journal*, in Ratnasari Y. 2001, p.19.



## 2. Kinds of Comic Strips

a) Newspaper Comic Strips were first published in the newspaper. Newspaper comic strip appeared in America in the early years of the 20th century. Newspaper divided into daily strips and Sunday strips. Most newspaper comic strip consists of several syndicates. The first is to rent the syndicate to write and draw a comic strip, comic strips and then deploy it to several newspapers for wages or money.

b) A daily strip is daily newspaper comic strip is a strip that appeared in the newspaper every Monday to Saturday. Daily strips are usually published in the form of black and white. The main format of comic strips that use panels in the form of having sides or form a circle.

c) Sunday strips appear in weekly newspapers, usually published with special color.

d) Underground comic strips Underground newspapers usually cover subjects that are considered taboo. For example, tells of drugs.<sup>21</sup>

### **3. Strengths of Using Comic Strips in the Classroom**

Based Morrison, Bryan, and Chilcoat assumptions, there are some reasons why comics have more strength rather than other teaching materials as follows:<sup>22</sup>

- 1) It is evident that comic is familiar to and popular with middle and senior high school students.
- 2) The comic is a form of literature that students enjoy.
- 3) Students engage in greater literacy exploration than they otherwise would, due to comics' popular and easily accessible format.
- 4) Through comics students investigate the use of dialogue, succinct and dramatic vocabulary, and nonverbal communications.
- 5) Such methodology helps enliven a classroom that can prevents historical content from being boring and meaningless, as it often is in typical classrooms.

From those reasons, it can be concluded that comic has important role in education, especially in teaching-learning activity between the teacher and students in the classroom. By using a good medium like comic, it absolutely can encourage students' desire to learn English subject with pleasure in the school

### **4. Application of Comic Strips**

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<sup>21</sup>Khowanggie, "*Perencanaan dan Perancangan Desain Comic*", Ohio State University, Amerika, 2000.

<sup>22</sup> Timothy G. Morrison, Gregory Bryan, and George W. Chilcoat, in Ratnasari Y. "The Effectiveness of Using English Comic Strips In Teaching Writing of Narrative Text", 2014, p. 20.

Most of the students are lazy to write because they regard it as a complex and difficult English language skill. In their thought, it needs a long process to write something. They also are often having no idea about the topic that will be written on their paper. Moreover, they are always getting stuck to tell and describe the next plot of story after writing the introductory paragraph. Therefore, the teacher can use comic strip to help them develop their ability in writing from the pictorial story.

In the classroom, the teacher can apply it to teach writing narrative text. After explaining about narrative text, he/she can distribute the comic strips 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 the teacher in the classroom, and it will make the students feel fun in writing. Hence, teaching writing of narrative text by using comic strips is an appropriate and recommended method for the teachers to apply in the classroom in the teaching-learning activity.

## **5. The Principle in Using Comic Strips**

A comic strips one of media for teaching English It helps the teacher and the students to solve their problems. By looking at the comic strips, they will be stimulated to write story based on sequences of comic strips and generate their ideas. Comic strips can increase the students 'comprehend and their enthusiasm to study. Besides that, it gave correlation between the material content and real life. There were some principles of using visual media in teaching learning process:<sup>23</sup>

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<sup>23</sup>Arsyad, Azhar, "*Media Pembelajaran*", Jakarta: Rajawali Press, 2009, p. 91.

- a) The visual media/picture must be simple by using image lines, cardboard, charts and diagram.
- b) The visual media is utilized to press information in the text.
- c) The visual media/picture must be clear and easy to read.
- d) The color must be use realistic.
- e) Avoid the visual that don't counterbalance.

## **6. The Procedures of Implementing Comic Strips**

The implementation of comic strips through Process-Genre based Approach can improve the students' ability in writing a narrative text, particularly in aiding the students to generate and organize ideas and select more appropriate grammar, vocabulary, and punctuation. The procedures of conducting the present study to improve the writing ability were generally divided into some tasks. Firstly, the students' background knowledge about a narrative text and its language features was activated by analyzing a model text given. Secondly, the students were given comic strips which were related to the story. Thirdly, the students were given at ask as a practice to convert the forms of verbs from the verb 1 into the verb2 and to change the direct speech in the comic strips into indirect speech. Fourthly, the students were asked to make sentences based on information in narrative scaffold. Next, the students arranged the sentences into a narrative text. At last, the students revised, edited, and wrote the final writing products before publishing it in the class. In the training of writing process, the students worked in three ways, collaborative writing in group, collaborative writing in pair, and individual writing.

## **7. Teaching Writing Using Comic Strips**

Most of the students are lazy to write because they regard it as a complex and difficult English language skill. In their thought, it needs a long process to write something. They also are often having no idea about the topic that will be written on their paper. Moreover, they are always getting stuck to tell and describe the next plot of story after writing the introductory paragraph. Therefore, the teacher can use comic strips to help them develop their ability in writing from the pictorial story.

In the classroom, the teacher can apply it to teach writing narrative text. After explaining about narrative text, he/she can distribute the comic strips 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 the teacher in the classroom, and it will make the students feel fun in writing. Hence, teaching writing of narrative text by using comic strips is an appropriate and recommended method for the teachers to apply in the classroom in the teaching-learning activity.

## **8. Scoring Method**

To assess the Students' writing product, there are three methods of scoring for judging the students' writing. Those are holistic, primary trait, and analytic scoring. In the present study, the researcher uses analytic scoring method in evaluating the students' final composition. Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub skills on which a rater bases his or her judgment. It is assumed that analytic scoring system is closer to the criteria use in the process writing. The scoring method applied in the study is developed by Behram.

The analytic scoring method applied in this study covers four components (content, organization sentence structure, grammar, usage and mechanic).

**Table 3.1 the Scoring rubric for the Measurement of Writing Test<sup>24</sup>**

Components	Score	Level	Criteria
Content	27-30	Very Good to Excellent	Very good in mastering the problem; the content is very solid; complete and comprehensive; very appropriate with the problem and title.
	22-26	Fair to Good	Mastering the problem; the content is adequate; almost complete and comprehensive; appropriate with the problem and title, but it is less detail.
	17-21	Poor to Average	The problem mastery is limited; the content is not adequate enough; less complete.
	13-16	Very Poor	Does not master the problem; the content is not sufficient; not relevant with the title and problem; there is not enough material to evaluate.
Organization	18-20	Very Good to Excellent	Very harmonious; the main ideas are expressed and developed clearly, organized well, logical order; close relationship among parts (cohesive).
	14-17	Fair to Good	Less harmonious; the main ideas are not organized well; less developed; logical order but less comprehensive.
	10-13	Poor to Average	Not harmonious; the main ideas are not irregular; the sequence is less logically; the main ideas are less developed.
	7-9	Very Poor	Does not communicative; no organized; there is not enough material to evaluate.
Grammar	22-25	Very Good to Excellent	Very effective in using simple and complex sentences; less errors in using grammar, sequence sentences, phrase

<sup>24</sup>M. Soenardi Djiwandono, *Tes Bahasa Pegangan Bagi Pengajar Bahasa*, Malang: PT. Indeks, 2008, p. 62.

			and word form, preposition, etc.
	18-21	Fair to Good	Effective in using simple sentences; some difficulties in using complex sentences; some errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	11-17	Poor to Average	Error and difficult in using simple and complex sentences; most errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	5-10	Very Poor	Almost not mastering the grammar; full errors in grammar; cannot be understood; not enough material to evaluate.
Vocabulary	18-20	Very Good to Excellent	Repertory of words is wide; the chosen and use of exact and effective words; mastery in word form and formation.
	14-17	Fair to Good	Repertory of words is enough; the chosen and use of words occasional not exactly, but the meaning not obscured.
	10-13	Poor to Average	Repertory of words are limited; most errors in choosing words; the meaning is hazy and obscured.
	7-9	Very Poor	Repertory of words are very limited until cannot communicate the meaning; less informative to evaluate.
Punctuation	5	Very Good to Excellent	Comprehension to the punctuation; less error in spelling, punctuation, the use of capital letter, arrange of paragraph.
	4	Fair to Good	Occasional error in applying the rule, but not hazy the main content and meaning.
	3	Poor to Average	Most error in applying the rule of the spelling and writing; difficult to read the writing; main content and meaning are hazy.
	2	Very Poor	Does not master the rule of the spelling and writing; full error in spelling, punctuation, the use of capital letter, arrange of paragraph, difficult to read the writing; not enough information to Pevaluate.

