II. LITERATURE REVIEW

This chapter deals with the following topics: writing, aspects of writing, teaching writing, narrative text, teaching narrative text, instructional media, comic, teaching narrative text through textless comic, procedure of teaching narrative text through textless comic, advantages and disadvantages, theoretical assumption and hypothesis.

2.1 Writing

Writing is a process of sharing information, message, ideas, or thoughts in grammatically correct sentences. Writing as one of four language skills is considered a difficult skill and it is also a difficult subject in the school. It is because students have to produce a text by using English correctly according to the grammatically correctness. The students have to write what they think in their mind and state it on a paper by using correct procedure, in narrative text for instance. Writing also needs series practices to develop this skill. It cannot be achieved in one time learning only.

Harmer (2004:31) states that writing is a way to produce language and express ideas, feelings, and opinions. Harmer (2001:13) also mentions that writing involves planning what we are going to write. First, is drafting. Next is reviewing and editing what we have written and producing a final version. Writing as a form

of problem solving in which the writer is faced with two main tasks: a) generating ideas, and b) composing these ideas into a written text that meets the needs of the readers and efficiently communicates the authors' messages (Hamp and Lyons, 2006:11).

Furthermore, Peha (2010:58) states that writing is the communication of content for a purpose to an audience. Therefore, writing can be said as a process of giving and putting idea or message into words. In short, the successfulness in writing is depend on how much the readers can understand what the writer's mean. So, to be a good writer is not easy because a writer must pay attention to principal purpose or writing and also must consider the aspects of writing in his writing.

Moreover, Langan (2001:76) states that writing is transferring oral language into writing language. Another expert such as Syarif (2004:4) states that writing is indirect communication which we transfer our thought and felling grammatical and vocabulary with symbol written. It means that writing deals with the content. It can be said that writing is converting oral to written language according to grammatically correctness. Writing also deals with the basic purposes of writing by conveying and exploring our thoughts and fellings.

Meanwhile, Meyers (2005:2) states that writing is a way to produce language that the writers do naturally when they speak. Writing is speaking to other on paper or on computer screen. Writing is also an action or a process of discovering and organizing their ideas, putting them on a paper and reshaping and revising them. Palmer (1994: 5) states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop plan when we want to say next, go back and

change a sentence, or change their minds altogether. Boardman (2002:11) states that writing is a continous process of thinking and organizing, rethinking, and reorganizing. It means that writing is complex activity in our mind in processing and creating sentences in the papers. It is like Palmer's said, writing is recursive. It goes back and forth we plan a little, put words on paper, stop plan when we want to say next, go back and change a sentence, or change their minds altogether.

Referring to the expert opinion above, it can be concluded that writing is a complex activity of converting oral to written language according to grammatically correctness to convey the message or the writer's mean and it cannot be separated from its principal purposes for conveying or exploring the ideas, thoughts and fellings.

2.2 Aspect of Writing

According to Melly (2006:1), there are five kinds of writing. The first is expository writing. It is kind of writing in which the purpose of writing is to explain or inform. The second is descriptive writing. Descriptive writing is writing that serves to show, describe something. The third is persuasive writing. It is kind of writing for arguing or against an issue. The fourth is creative writing. Creative writing is a vague term, but it includes fiction, poetry, drama, screenwriting, autobiographies and more. And the last is narrative writing. It is kind of writing that tells story and, in doing so, entertains or informs the reader.

In order to write well, there are several aspects which should be considered by students. First, from Harris (1979:68), he proposes five aspects of writing, namely

grammar, form, vocabulary, mechanic, and style. The following aspects can be explained as follows:

1. Grammar

   Grammar is employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered.

2. Form (organization)

   Form means the organization of the content. We should clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer.

3. Vocabulary

   Vocabulary is the important aspect in teaching a language. Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective.

4. Mechanic

   Mechanic refers to the use of conventional graphic of the language, i.e., the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another. We have to pay attention to the use of the punctuation and applying of the word of sentences.

5. Style

    Style means the choice of structure and lexical items to give a particular tone to the writing. It should be noted that the choice of lexical item to be used in writing must be accordance with the readers.

Second, According to Byrne in Roza (2011), there are five components that should be considered in writing:

1) Organizing idea

    Ideas are the most important factor in writing, because nobody can write meaningfully, if he/she has not anything in mind yet.

2) Grammar

    The grammar of language is a description of way that the language behaves. Without having knowledge of grammar the writer cannot make his/her language communicative to a great variety of reader from different situation.

3) Vocabulary

    Vocabulary is important in writing because by having many vocabularies, a writer can make readers explore more deeply what he/she is telling about.

4) Mechanics

    a) Punctuation

Punctuation plays as an important role in helping reader to establish intonation. In other word, it is a command for the reader to raise his/her voice or drop his/her speech when he/she is going to stop. It can also help readers to understand the state of mind of the writer.

b) Capitalization

Example:

1) Capitalize the first word of sentence.

   She plays basketball.

2) Capitalize the pronoun "I"

   If you go I will go too.

3) Capitalize the titles of composition.

   In the title, the first and the more important words are capitalized except short preposition and short coordinating conjunction. *Name of specific organization (business, clubs, and schools)*

4) Capitalize all of proper noun.

   a. Name of detail: *God, Allah,Vishnu, etc.*

   b. Name of people and their title: *Dr. Bob, Hengki, etc.*

   c. Name of specific places: *River Amazon, Mount Bromo, etc.*

   d. Name of day, month, and special day: *Sunday, October, Idul Fitri, etc.*

   e. Name of specific group of people (nationality, races, ethnic groups), language, and religion: *Moslem, Indonesian, etc.*

   f. Name of geographic areas: *the South East, the North, etc.*

g. Name of specific structure such as buildings and bridges: *White House, the Great Wall, Golden Gate Bridge, etc.*

c) Spelling

Spelling in the English language is very difficult because the English spelling system is based primarily on meaning rather than on sound. To make matters worse, the spelling rules used in English are complicated.

5) Content

Content is how the writer develop the idea related with the topic.

Another expert, Heaton (1997: 138) states that writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also the conceptual and judgment element. The following analysis attempt to group the many and varied skill necessary for writing good process into four main ideas:

1. Grammatical Skill

Grammatical Skill is the ability to write correct sentences.

2. Stylistic skill

Stylistic skill is the ability to manipulate sentences and use language effectively.

3. Mechanical skill

It is the ability to correct those conventions peculiar to the written language e.g. punctuation spelling.

4. Judgment skill

It is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information.

The last is according to Jacob et al (1981: 90) there are five aspects of writing. They are:

1. Content.

Content refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization

It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary

It refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4. Language use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanic

It refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

By seeing the statements above, it can be said that writing is varied and there are several aspects in writing that have to be paid attention in writing. I prefer to Jacob et al's opinion that aspect of writing are content, organization, vocabulary, language use, and mechanic. By considering those aspects, students can compose a perfect writing and understandable by the reader.

2.3 Teaching Writing

Teaching writing is a combination of several activities to teach students how to express the ideas or the imagination in writing forms. In those activities, usually

teacher applies some relevant materials to the students. It is very important for the teacher to provide the materials which are relevant to the students' interest and needed because those materials can motivate students in learning writing. As we know that the principal purpose of teaching writing is to make students can express their ideas, thoughts or feeling on the papers meaningfully. So, in teaching writing, teachers should focus and apply some improvisations if needed to make teaching learning writing process interesting for students in order to achieve the basic purpose of teaching writing above.

Brown (1980:7) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. According to that statement, to make someone know, understand, and can do something well, professional teacher is needed. Those cannot reach maximal if the teacher is not professional. Professional means that they generally can make a hard material in teaching learning process become easy to understand by students. In short, in every teaching, teacher must help students, guide them successfully in learning the materials in order to make them understand and can do something well.

Futhermore, Raimes (1983: 27) states that teaching writing is a unique way to reinforce learning. Referring to that statement, teaching writing can be a good step in teaching, teaching speaking skill for instance. It is because in teaching writing, students are hoped to be able to express their ideas or thoughts on the papers. It is like in speaking. The difference is if product of writing is in written language while in speaking is in oral language. It means that teaching writing is very important in order to build students' language skill. Therefore, teacher should

know the problems which is faced by the students during teaching learning process in order to know the appropriate ways to overcome the writing problems in writing class.

Raimes (1983: 149-150) also states that in order to be successfull in writing, an English teacher should guide the students in writing, in which the material presented are relevant to their interest, needs, capacities and age until they are able to make composition with few even or no error. Since teaching writing is to teach the students how to express the idea or the imagination in writing form, it is very important for teacher to provide the materials which are relevant to the students' interest and needs.

In process of teaching learning writing, the students might have enough time to express their idea, thoughts or feelings in written form. But, there are some elements of writing skill that should be considered in teaching learning writing, namely form/organization, vocabulary, content, language use, and mechanic. Those elements cannot be separated each other. So, to make the students to be able to write well, it is teacher's duty. Teachers must teach all those five elements. In other words, teaching writing guides the students not only to write sentences in text, but also to recognize ideas, thoughts or feelings in writen form.

From the statement above, there are three steps of writing that states by Edelstein and Pival (1988: 11):

1. Pre-writing

    In pre-writing, the writer selects the general subject, restrict the subject, generate the ideas, and organize the ideas.

2. Writing

In this step, the writer sets the ideas in his minds into words, sentences, paragraph, and etc. on the papers.

3. Re-writing

The writer evaluates his/her writing: they are in part of correcting the content and the form, correcting vocabularies, punctuation, and grammar, and correcting writing errors, word duplication, and omission.

In conclusion, the English teacher should be a facilitator for helping and guiding the students when composing their writing. Not only that, but also teachers must ready to provide the materials which are relevant to the students' interest, needs, and appropriate to the situation and condition. As we know that interesting activities can motivate students and make them enjoy in teaching learning process, in this case by using textless comic.

2.4 Narrative Text

Hyland (2004:6) states that the text is an autonomous object which can be analyzed and described independently of particular context, writer or reader. Text is a semantic unit that is realized in the form of word, clause, and sentence. It is not only a group of words or sentences. Text has structure. It is orderely arrangement of words, clauses, and sentences by following the principles which guides the correct of element.

There are two main categories of text namely literary and factual. Literary texts are text which be constructed to appeal the emotion and imagination. For example: stories, movies, scripts, folktales, novels, and lyrics of song. There are three main text types in this category: narrative, poetic and dramatic. Factual text presents information or ideas and aim to show, tell or persuade the audience. The main text types in this category are narrative, procedure, recount, exposition, explanation and discussion. So, text is not only a combination of words or sentences. It has rule. It also has a characteristic according to its purpose (Sitinjak, 2014:14).

Narratives have a beginning, middle, and an end. Actually, narrative can be found any time in our activities. When we eat, talk by phone, study at school, go to cinema or when we read a story book for instance, we are looking at a narrative. It is because all of those generally have a beginning, middle, and the ending.

Narrative text sometimes describes events from the writer's life. Nuning Pumamawati (2011:5) states that narrative text is an account of a sequence of events, usually in chronological order. Narrative is a text which retells the story or previous the experiences. It begins with the opening, next is followed by the events, and the last is ended by resolution where the problems in the story is solved.

Furthermore, according to Hudak (2008:4), narrative paragraph is a group of sentence that tell what happens, how the action happens, and in what order the events occur. Although narration usually refers to the telling of a story, the term is used here to describe the relating of an experience. Moreover, the expert such as

Bushel (2011:1) states that narrative paragraph describes an event, feeling or experience in story form or in the order the details of the event happened. Actually, writing a narrative is really just putting what happened to you on a paper. There are several ways to organize sentence in paragraphs. The arrangement of sentence and details depends on the writer's purpose. There are principally two types of writing that require chronological development: narration and process description.

Crystal (2008:481) states that a narrative text is a story that is conveyed to recipient and his telling requires a medium, it is converted into sign. Refers to Bal (2009:9), narrative text is a text that not consist solely of narration, in the specific sense. It means that narrative text consists of story whether in written or spoken form and has a chain of events. The events have interconnection each other. In addition, Schmidt and Richard (2002:349) states that narrative text are:

1. The written or oral account of a real or fictional story.
2. The genre structure underlying stories.

Based on the explanation above, it can be concluded that narratives have beginning, the events, and ending. Narrative is about how we can compose the story, starting with who the actor, what happens or occurs, where the event happens, how the event happens, and how the story is ended by the narrator. Narrative text also is about oral or written account. It can be real or fictional story. Fictional means that the story that is build from the person's imaginations or it can be said as a fantasy story.

Generic Structure of Narrative Text

The structure of narrative text begins with orientation. Orientation means introduction in which the characters, setting and time of the story are established. The next stage is complication. In this stage, the conflicts arise and the main character attempts to solve the problem. The third stage is resolution, where the complication of the story is sorted out or problem is solved. The resolution is containing the solution of the complication. The complication usually may be resolved for better or worse. It can be happily or unhappily. The last stage is coda. It is a stage where the writers found a moral or message to be learned from the story. (Anderson, 2003:8)

Furthermore, according to Gerot and Wignell (1994: 204) state that narrative has a series of actions. They are:

1. Orientation: sets the scene and introduces the participants.

2. Evaluation: a stepping back to evaluate the plight.

3. Complication: a crisis arises.

4. Resolution: the crisis is resolved, for better or for worse.

5. Re-orientation: optional

Based on the explanation above, it can be concluded that narrative text has a series of stages. Generally, the generic structure of narrative consists of three stages. The first is orientation. The second is complication and the last stage is resolution. So, to make a complete story of narrative text, those stages must be integrated as a whole.

2.5 Teaching Narrative Text

Teaching writing narrative text is one of an important part of language learning. According to the curriculum, writing narrative text is intended to be taught at schools. It is because one of its purposes is to give students discourse competency for creating narrative text. Actually, ability to write narrative text can be useful for the students in retelling the story or previous the experiences that they passed in written form. The ability to communicate written in a second language clearly and efficiently contributes to the success of the learner in school. Therefore, it is essential that language teachers pay great attention to teaching writing, especially in narrative text.

Actually, teaching is the process to make students learn. Brown (1980:7) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. As we know that one of the purposes of teaching is to make the students learn. Equally, to make students learn, writing narrative text for instance, needs many supporting elements to motivate and interest the students, one of those is media. Rather than leading students to pure memorization or using media which is uninteresting, providing a rich environment by using comic as an alternative way for teaching writing is desired. So, students are hoped to be more interest to the lesson and more active in learning process.

2.6 Instructional Media

According to Van Els et al. (1984: 46), instructional media are all aids which may be used by teachers and learners to attain certain educational objectives.

Instructional media can be used in the teaching of English, because they can activate and stimulate the students' interest in studying English, and make the acquisition of the result of learning maximal. However, it must be remembered that in the use of instructional media, it is important for the teachers to have certain ability and skill to use media effectively and efficiently. Richards (in Kasbolah, 1993:10) defines the instructional media as the media which are used within the instructional design and are determined by the requirements of the objective content and instructional method. It means that instructional media is flexible and it can be design according to the situation and condition.

Furthermore, Gagne and Briggs (2008:4) cited on Arsyad Azhar's book states that media is device which is used to deliver content of material which includes some of books, recorder, video, film, photograph, picture, television, computer. In other words, media is components of learning resource or physical vehicle which contain instructional material on students environment which can stimulate student to learn.

2.6.1 Kinds of Instructional Media

In general, there are three kinds of instructional media. They are audio, visual, and audio visual media. Audio media is media that can be listened, while visual media are media that can be seen. Audio visual media is a combination of audio and visual media. It can be listened and also can be seen. The instructional media that involve the senses of sight and hearing are named as audio visual media (Kasbolah, 1993:57).

Finocchiaro (1973:155-185) mentions some examples of the media for each type. The visual media may include blackboard, textbook, real object, picture file, chart, flash card, word card, number card, and miscellaneous materials. The audio aids include record player, tape recorder, and language laboratory. The last, audio visual media cover film, television, and programmed instruction.

2.6.2 Classification of Media

Media will offer different situation in teaching learning process in class. By media, students are hoped to be more interest to the lesson and more active in learning process. Media can be used by both teachers and students. Media also gives more details information to the student on the material and skill that is being taught. It gives the teachers and students opportunity to do activity together. Then, teacher has to know the appropriate media for the students.

Media can be classified into some categories. Azhar (2011:33) divides media into two categories:

1. **Traditional Media**

    a. Visual silence that projected
       - opaque projection (Invisibility)
       - overhead projection
       - slides

    b. A visual that not projected
       - picture, poster
       - photos
       - charts, graphs, diagrams
       - exhibitions, information boards

    c. Audio
       - recording disc
       - cassette tape, reel, cartridge

d. Multimedia presentation
- slide plus noise (tape)
- multi-image

e. A dynamic visual which is projected
- film
- television
- video

f. Print
- textbooks
- module, programmed texts
- scientific magazines, period
- loose-leaf

g. Game
- puzzle
- simulation
- board game

h. Realia
- model
- specimen (sample)
- manipulative (maps, dolls)

2. The Latest Media Technology

a. Media based on Technology
- Teleconference
- Distance school

b. Media based on microprocessor
- Computer assisted instruction
- Computer game
- Intelligence tutor system
- Compact (Video) disc

That is all about category of media according to Azhar (2011:33). It can be concluded that there are two categories of media. The first is traditional media, such as realia, print, classic game, etc. and the second is latest media technology.

The examples of latest media technology are media based on technology, such as teleconference and media based on microprocessor, such as computer game.

2.7 Comic

Comic is medium for conveying story by visualization or illustration images. Equally, comic is image story in which the images have a function for describing the story to make the reader understand the story easily. Comic also can be interpreted as narrative artwork. Furthermore, Brocka (1979:27) states that comics are dynamic combination of visual image and written word of narrative and dialogue. They have just the cohesive and choreographed imagery we need to reach our students.

Comic typically appears in three or four square-shape cells, called panels. The panels are arranged in row and are read from left to right or right to left for Japanese Manga (Rahmawati, 2014:20-21). There are two categories of comic, namely comic books, and comic strips. Comic books are series of pictures, narrative dialogues which are printed in book. Comic strip is series of pictures, narrative dialogues which are printed periodically in every week or monthly in the newspaper and the internet. It usually consists of 3 until 6 pages.

2.7.1 Textless Comic

Textless comic is pure comic or picture series that contains very minimal text (Hillman, 1995:7). Textless comic connects visual literacy (learning to interpret images), cultural literacy (learning the characteristics and expectations of social groups) and literacy with print (learning to read and write language) (Rahmawati,

2014:21). By using textless comic, the researcher hopes that students are able to express their idea and imaginations in piece of paper. It is because the pictures in the frames will help students in understanding the critical literary points of the story. From this statement, the researcher would apply textless comic as media in teaching writing narrative text in his research.

In this research, the researcher took the comic from the internet. In relation to the preparation of the implementation of the study, there were two criteria of comics that were suggested by the teacher. The first was about the story that students knew (local and foreign stories). By considering this criterion, teaching learning process would be easy for students because if they knew the story, they only needed to discover the detail of events in the story. The second was related to the students' age. The researcher chose the comic which appropriate for their age that were in the range of 15 until 17 years old. The comic was about the fictional story; legend or fairy tale that students got in the first year school (for instance: Cinderella, Keong Mas). Finally, the researcher came to the process of editing the comics by using Adobe Photoshop CS3.

2.7.2 Comic in Classroom

A rationale for using comic as a pedagogical strategy is first of all, most children and young even adults love comic. Research supports the fact which students enjoy reading comics and that comic has a potential motivational value (Wright, 1979: 158-161). It means that, if the students already have motivation to use cartoon materials, it should not be ignored by educators for using them in the classroom.

Ball (1976:17) summarizes the advantages of comics for classroom use: The comic has proven to be an exceptional communicative device. It uses a common language to most members of society. It presents the visual form. Visual forms are often presented with such pictorial quality and clarity of image that the fidelity of the communicated message. Comic is more superior to others media using similar visual/verbal displays.

Comic and cartoons are also extremely flexible for the needs, experiences, and level of content knowledge of a large number of students (Wright and Sherman, 1999, cited in González-Espada, 2003:60). On one hand, for high school and college students, comic can be a source of insight, knowledge, or critical thinking in a variety of domains: economy, philosophy, politics, technology, sociology, science, or arts. Wright and Sherman (1999) cited in González-Espada (2003:60) also argue that comic could be successful in integrating cognitive processes with the psychomotor domain because of the integration of visual, auditory, and kinesthetic learning modalities. In addition, Flannery (1993:239-241) states that cartoons are capable for breaking the monotony of a lecture section and in that way, keep the students attentive and intellectually engaged in the content presented.

According to Hillman (1995: 167-169) comic has some roles in the class, they are:

    a. Comics can motivate students and make them want to pay attention and take apart.

    b. Comics contribute to the context in which the language is being used. They bring the words into the classroom.

c. Comics can be described in objective way or interpreted, or responded to subjectively.

d. Comics can cue response to questions or substitution through controlled practice.

e. Comics can stimulate and provide to be referred into conversation, discussion, the language they use and storytelling.

A research conducted by Megawati (2012) was found that the use of comic as teaching media in teaching writing could improve writing skill especially in writing narrative text of the students at MAN Bangil, Malang. Based on the result of the research also, it was found that all aspects of writing; content, organization, language use, vocabulary, and mechanic improved after being taught by using comic. In addition, the students' attitude towards writing learning process had improved. They were more confident in writing and felt that the implementation of comic was helpful for them in writing a narrative text.

From the points above, it can be concluded that comic is very useful in learning the English language. Teacher and learners are helped by using this media to achieve the learning goals. It can solve the problem faced by the students in the process of writing especially in writing narrative text and caused them concentrate more on the generating the ideas optimally and orderly in arranging the story by paying attention to the comic.

2.8 Teaching Narrative Text through Textless Comic

Narrative text means telling a story. As we know that, story contains series of actions and involves characters. Pumamawati (2011:5) states that narrative text is an account of a sequence of events, usually in chronological order. It means that narrative has series of actions. It is a text which retells the story or previous experiences. It begins with the opening, next is followed by the events, and the last is ended by resolution where the problems in the story is solved.

Comic is kind of art work which can be used as a media in teaching learning process. As one of media that can be used in language learning, comic can be applied in writing class, especially in writing narrative text. It is because comic has similarity or relation to the narrative text, both of those contain series of actions for instance. In writing process, textless comics have the advantages in helping students to generate ideas. Most of students are difficult to start writing because they cannot generate the ideas. Generating ideas is important for the students because this is one of steps in prewriting. After that, by using textless comic students can organize the ideas and set the ideas into sentences on the papers. So, based on the statement above, it can be concluded that comic is relevant media for teaching writing narrative text.

Furthermore, comic is a series of pictures that tell a story. Series of pictures are really serviceable in teaching writing because they provide complete ideas to stimulate students' imagination (Hornby, 1973). The story in comic consists of the elements of narrative which is useful for students in prewriting process where the students compose their writing. This is in the line with Wright (1999 cited in

González-Espada, 2003) who says that comic strips are sequence of pictures which are related to a narrative text.

Moreover, textless comic can enable students to identify the elements of story begins with the characters, setting, plot and also the theme through illustration images. Before writing, students can explore the elements of the story and generate the ideas as the part of prewriting process. Thus, by knowing the elements of story, it can be easier for students to write their own story.

To be concrete, a research conducted by Eni Rahmawati (2014). It was found that the use of textless comic as teaching media could improve writing skill especially in writing narrative text of the students at SMP Qaryah Thayyibah in the academic year of 2013/2014.

2.9 Procedures of Teaching Narrative Text through Textless Comic

According to Edelstein and Pival (1988:11), there are three steps of writing. Those are prewriting, writing, and rewriting. These steps are used to make the process of writing more efficient. Not only that, but also these steps can make the writing process more effective. There are:

1. Pre-writing

   Pre-writing refers to the selecting the general subject, restricting the subject, generating the ideas, and organizing the ideas.

2. Writing

   In this step, the writer sets the ideas in his minds into words, sentences, paragraph, and etc. on the papers.

3. Re-writing

   The writer evaluates his/her writing: they are in part of correcting the content and the form, correcting vocabularies, punctuation, and grammar, and correcting writing errors, word duplication, and omission.

Referring to the statements above, the researcher used those steps consist of pre-writing, writing, and re-writing. Here are the procedures of writing narrative text through textless comic.

1. Pre-writing

   - Students are divided in some groups.

   - Students pay attention to the teacher's explanations about generic structure and how to organize narrative text.

   - Students observe the textless comic which is given by the teacher.

   - Students answer the teacher's question related to the topic of textless comic.

   - Students in group discuss about the topic in the comic that they received.

2. Writing

   - After discussing, students arrange the main idea or plot of narrative text in papers according to the textless comic which they received.

   - Students in group write narrative text completely.

   - Each member in every group should give contribution in expressing their ideas and opinion.

3. Re-writing

- Students are asked to re-write if there is error in grammar, vocabulary, content, mechanic, etc.

- Students follow the reflection from the teacher about teaching learning process that they have done.

The process of writing above is integrated with a procedure of teaching learning process adapted from Paltridge (2001: 31). They are:

1. Building knowledge of the field related to the narrative texts and their features (including grammar theory of Past Tense, Direct & Indirect Speech),

2. Modeling of the narrative text and writing narrative text using comic,

3. Joint construction of the text (collaborative writing in group),

4. Independent writing as the writing test.

In the teaching learning process, the students would be given narrative text then the students analyzed the generic structure and language features which is used in the text. After that, the researcher gave textless comic and it was followed by a modelling on how to write a narrative text based on the story in the textless comic. The students would write a narrative text in group by following the procedures in modelling. In writing test, the students would write a narrative text individually.

2.10 Advantages and Disadvantages of Textless Comic

The advantages and the disadvantages of textless comic are:

2.10.1 The Advantages of Textless Comic

There are some advantages of using textless comic in the teaching writing narrative text. Textless comic gives students the clue of chronological events. It can help students to generate ideas easily based on the visualizations contain in the comic. The use of textless comic is actually meant to help students in imagining and enabling of students' understanding to identify the elements of story (plot, characters, theme, etc.) through visual and dialogues in the sequential events. Students' confusion in writing could be avoided. The treatments give students different nuances of teaching and learning process, so it makes students easy in following the teaching learning process.

2.10.2 The Disadvantages of Textless Comic

Besides the advantages, textless comic as a teaching aids has disadvantages or limitations. The disadvantage of using textless comic is not easy to find appropriate comic. Not only that, but teachers also must prepare the comic by editing the comics when they will teach their students by using textless comic. It is because textless comic cannot find in store. So, if we want to use it in teaching learning process, we must prepare it and it will take times because sometimes there is number of pages of comic which must be considered.

2.11 Theoretical Assumption

From the frame of theory and explanation above, the researcher assumes that using textless comic in teaching writing can give positive effect in increasing

students' ability in writing in aspects of writing, such as content, and organization. Besides, it is assumed that students can build their imaginations. It also can motivate students, make them want to pay attention and take apart, and also make students more active in expressing their ideas.

2.12 Hypotheses

Hypothesis is the tentative answer to the problem of the research that theoretically considered possibly or highest the level of his truth. It is tentative truth determined by researcher that should be tested and proved. In other word, it needs to be explored more. Hypothesis is usually used in researches which applied quantitative using model deductive-verificative. There are several assumptions which are used as basis for composing the hypothesis. In this research, the researcher assumes that comic, especially textless comic can improve the students' ability in writing narrative text because by using textless comic students will have a motivation to write English because the media will support an active, innovative, and creative writing learning process. Students will be active in writing learning process because they can share the ideas to their friends. Moreover, textless comic as an alternative media for teaching writing is desired. So, students are hoped to be more interest to the lesson. Not only that, but also the researcher assumes that students are able to express their ideas and imaginations in piece of paper because the sequence images in the comic will contribute in generating and organizing the ideas (related to the content). Furthermore, the sequence pictures in the textless comic surely are able to help students better for writing narrative text because it can lead and guide students to write coherently

and meaningfully according to the story line (related to the organization). So, the researcher composes some hypotheses. The hypotheses in this research are:

1. There is an improvement of the students' ability in writing narrative text after being taught by using textless comic.

2. The aspects of writing; content and organization will be improved by using textless comic.