

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Review**

##### **1. Writing Skill of SFL Students**

SFL students need to receive instruction that strengthens their writing skills because writing can develop their communication, critical thinking, and creativity skills. According to Visakha (2019) As one of the productive language skills, writing plays a crucial role and must be mastered by learners in the process of learning English. Writing involves the ability to examine various ideas related to a subject and convey them systematically in writing so that the intended audience can easily comprehend the message (Susini & Ndruru, 2021). Strengthening writing skills for SFL students is crucial because it supports English language proficiency and enriches communication, critical thinking, and creativity skills that will be beneficial in various aspects of their lives.

SFL students are not only required to master spoken English, but also written English. However, Although many students are capable of conveying ideas verbally, they face difficulties in organizing and writing them in accordance with proper English grammar (Wahyuni & Etfita, 2018.). According to Santosa et al., (2017), English is not only used in spoken communication but also in written form. Through proper writing techniques, writers can convey more ideas and impressions, while also improving their vocabulary, grammar, and pronunciation. Good

vocabulary mastery influences the development of other English language skills, one of which is writing skills (Hesti & Nuryanti, 2022). Students who master language structure will find it easier to learn, especially when combining words into sentences (Putri & Sya, 2023). However, most students are able to express ideas orally but are unable to develop their ideas into written form according to English grammar rules (Wahyuni & Etfita, 2018)

In conclusion, strengthening writing skills for SFL students is very important to support comprehensive English language proficiency. Although students are often able to express ideas verbally, many of them have difficulty translating those ideas into writing that conforms to English grammar. This shows the need for a more systematic approach to writing instruction, so that students not only master speaking skills, but also write well. With a solid grasp of vocabulary, grammar, and proper writing techniques, students will find it easier to develop their communication skills, critical thinking, and creativity. This will be beneficial in various aspects of life. Therefore, education that emphasizes writing skills should be a priority in English language learning for SFL students.

## **2. Teaching Writing for EFL Students**

Teachers as facilitators can use appropriate methods and techniques to teach English writing in schools. Teachers are expected to apply suitable teaching methods in writing instruction that align with

students' needs and learning objectives (Agustiana, 2017). By using appropriate methods and techniques, teachers can create an interactive learning environment that supports student creativity. This not only improves their foreign language skills but also builds their confidence in expressing ideas in writing.

In teaching English, teachers have several techniques to help students learn to write. According to Saepudin (2014), there are four techniques commonly applied in English writing classes. These include brainstorming, mind mapping, topic interest, and describing pictures. The first technique is brainstorming. As stated by Sugiharto et al. (2024), brainstorming is a pre-writing strategy where students independently or collaboratively with peers list ideas related to a specific topic. This technique begins by mentioning a problem or situation, then mapping the ideas that arise as a solution. Almutairi (2015) states that the primary aim of brainstorming is to serve as an instructional strategy that enhances communication abilities and promotes diverse viewpoints. This technique encourages students to express their ideas and thoughts verbally, and serves as an introduction to writing activities.

The second technique is using mind mapping. Mind mapping is a technique for mapping a concept in learning to write English. In this technique, students formulate ideas for a concept that will be written in English. Safitri (2016) states that the concept of mind mapping is related to the performance of the right and left brain. The performance of the right

and left brain affects a person in compiling mind mapping, such as the variety of symbols, colors, shapes, number of branches, and keywords interpreted in mind mapping.

The third technique is topic interest. In this technique, students are trained to write about things that are considered interesting so that they will find it easier to develop their writing. The fourth technique is describing pictures. The purpose of this technique is training students to develop their writing based on the situation in the picture. Khinanti & Handayani (2025) stated that the describing picture technique contributes not only to vocabulary growth, but also assists students in generating ideas, forming sentences, and structuring content. Through visual observation, students are forced to identify and describe objects in a more concrete, meaningful, and structured way.

Teachers, as facilitators in teaching English writing in schools, apply techniques such as brainstorming, mind mapping, topic interest, and describing pictures. These techniques can be adapted to students' needs to create an interactive learning environment.

### **3. Using Comic Strips for Teaching Writing**

In teaching English writing, teachers need to use teaching media to help students understand the lessons well. Teaching media that can be used in English writing class are comic strips. A comic strip is a collection of images arranged in a specific order, framed and revealing a character in a narrative to enhance the reader's imagination (Sofyani et al., 2023).

According to Losi et al. (2024), A comic strip is a series of drawings containing an open-ended dramatic narrative about a recurring set of characters. Comic strips often include dialogue in speech bubbles and are usually published in serial form. A comic strip is defined as a sequence of illustrated panels that convey a story, typically incorporating dialogue, narration, or non-verbal visual elements (Ekorini & Rosiana, 2018). It can be said that comic strips are a form of visual narrative that combines images and text to convey a story dramatically, enhancing the reader's imagination through a structured sequence of panels and recurring characters.

The use of comic strips in English writing instruction can be implemented in teaching high school students to write recount texts. Comic strips containing text and images stimulate students' interest in learning, thereby increasing their motivation to learn. In addition, the visuals in comics serve as idea triggers that enable students to more easily develop their imagination when writing. Furthermore, this method also fosters creativity by allowing students to experiment with narrative structures in a fun and engaging way.

In implementing project-based learning and comic strips in English writing classes, teachers need to prepare the procedures to be carried out. Procedures are necessary to help teachers achieve students' learning objectives in writing recount texts. According to Arifin & Riyanti (2018), the following is a procedure for using comics to teach

writing recount texts involving several structured steps.

- a. The teacher begins by explaining recount text and its characteristics to the students.
- b. The teacher presents comic strips to introduce the lesson context.
- c. The teacher instructs the students to form groups of four and distributes comic strips adapted from both local and foreign stories that are relevant to the lesson content.
- d. Each group is assigned to create a story based on the comic strips they receive.
- e. After completing the task, the teacher facilitates a discussion on the students' writing to encourage feedback and reflection.
- f. The teacher distributes additional comic strips and asks students to work in pairs to write a story inspired by the new strips. Another discussion is conducted to further enhance students' understanding of recount text writing.
- g. The teacher provides a final set of comic strips and administers an individual writing test. Each student writes a story based on the given comic strips.
- h. The teacher evaluates the students' written work to assess their understanding and application of recount text through comic strips.

Previous research supporting the effectiveness of using comic strips in teaching English writing classes conducted by Hermansyah et al. (2023) showed that the use of comic strips in narrative text writing

instruction successfully improved the writing skills of third-grade students at SMPN 1 Maiwa, including deficiencies in generating ideas for writing, organizing ideas, vocabulary, and grammar comprehension. Amrizal (2022) found that comic strips can improve the descriptive writing skills of students in the Islamic education program at STAIN Mandailing Natal. Through comic strips, students improved their writing skills, making the learning process more efficient thanks to the use of simple language, clear images, and follow-up questions. Similarly, research conducted by Astria & Husna (2021) showed that the use of comics as a medium for writing can improve the writing skills of 11th-grade students at SMA Ekasakti Padang. The study mentioned that students became more active and focused on their lessons.

In conclusion, the use of comics as a learning medium in English classes has proven to be an effective strategy for improving students' writing skills. Research showed that comic strips help overcome common challenges faced by students, such as developing ideas, organizing thoughts, expanding vocabulary, and understanding grammar. Comic strips capture students' attention and make the learning process more efficient and enjoyable by providing a visual narrative that combines images and text. Students become more active and focused during lessons when comic strips are integrated, leading to significant improvements in narrative and descriptive writing abilities. Overall, comic strips serve as a valuable tool in fostering creativity and enhancing understanding in

English writing instruction.

#### **4. Using Project-Based Learning for Teaching English Writing**

Teachers determine effective learning models to help students learn well. One effective learning model that can be used in English writing classes is project-based learning. According to Ratnawati (2020), Project-Based Learning is a learning model based on constructivism. It means that students build their own knowledge by doing activities that involve scientific skills and attitudes, so they can gain meaningful understanding from real-life experiences. Whereas according to Pohan (2020), project-based learning is a learning model that emphasizes creativity and relevance for students. In this approach, students engage by utilizing their experiences and skills to create something and produce work that is considered beneficial, both for themselves and for others. It can be concluded that project-based learning is a learning model based on constructivism, where students actively construct their knowledge through real experiences. They develop creativity and scientific skills by creating works that are useful for themselves and others.

To improve English writing skills, teachers can integrate project-based learning strategies through systematic steps. These steps or procedures are necessary to help teachers implement project-based learning effectively because they provide clear guidance, ensure consistency in the teaching process, and allow for gradual skill-building among students. According to Anggraini & Wulandari (2021), there are

six key procedures involved in project-based learning.

a. Project Determination

The first procedure is project determination, in which the teacher presents the topic theoretically. This topic will encourage students to think more critically, foster a desire to ask questions, and identify appropriate problem-solving steps.

b. Planning Phase

The second procedure is the planning phase, where the teacher divides the students into several groups, then facilitates discussions and field work plans to foster understanding, particularly in terms of communication between group members.

c. Preparation of the Implementation Schedule

The third procedure is for teachers and students to jointly develop an outline of the work steps and set deadlines for project completion.

d. Monitoring Activities and Support

The next procedure is for teachers to monitor the development of student activities during the project. Teachers provide the necessary assistance at certain times to ensure that everything runs according to schedule.

e. Report Writing and Presentation

After the project is completed, students compile a report on their work and present it for discussion and evaluation by the teacher.

#### f. Project Evaluation

The final procedure carried out by the teacher in the implementation of project-based learning to provide guidance on the presentation process, conduct a reflection, and summarize the main insights to reinforce the students' learning experience.

Previous research has shown that project-based learning models can improve students' writing skills in learning English. According to Mulyani (2020), the study showed that project-based learning resulted in a significant increase in the descriptive writing skills of tenth-grade students at SMAN 29 Jakarta. Research conducted by Marzuki et al. (2024) showed that the application of Project-Based Learning in English language learning has proven effective in improving students' writing skills. The implementation of the project-based learning method can involve students in real-world projects that require them to write in contextual situations. The application of the project based learning method can also encourage collaboration among students. They work in groups to complete projects, which allows them to share ideas, provide feedback, and learn from one another. This collaboration can improve the quality of their writing. Additionally, research conducted by Gani et al. (2024) showed that the Project-Based Learning Model has a significant impact on the narrative writing skills of seventh-grade students at SMP NWDI Pancor Kopong. This learning model provides students with the opportunity to

actively engage in the learning process, both physically and mentally, through project-based learning.

Based on the above explanation, it can be concluded that Project-Based Learning can help students learn to write English in class through real projects. This approach encourages creativity and makes learning more relevant, which can improve students' writing skills. Additionally, it encourages students to work together in groups. Project-based learning provides space for students to share ideas, give feedback, and learn from one another. Overall, this method keeps students actively engaged in learning through practical activities.

#### **5. Teaching Writing Recount Text by using Comic Strips and Project-Based Learning for EFL Students**

Writing recount text is one of the lessons taught in English class. Teaching students to write recount text using comic strips and project-based learning offers an innovative and effective approach to improving their writing skills. Comic strips serve as a visual medium that helps students visualize and organize their ideas into a logical sequence of events. This is in line with the chronological structure of recount text. Each comic panel can represent important parts of the text, such as orientation, sequence of events, and reorientation, thereby facilitating understanding of the text structure. Meanwhile, the project-based learning approach provides a contextual learning framework through real-world projects. This not only trains writing skills but also encourages creativity and

collaboration. The use of comic strips and project-based learning in teaching recount text writing has proven effective, as demonstrated by Ratnawati's (2020) research, the application of the project-based learning model and comic strips in English language learning can improve students' writing skills in tenth- grade IPS at SMA Negeri 2 Kuta in the 2019/2020 academic year.

In implementing the project-based learning method and the use of comic strips, there needs to be a systematic procedure that teachers can use as a reference when teaching recount text writing. Ratnawati (2020) outlines a method for teaching recount text writing through comic strips and project-based learning. Ratnawati divides the learning activities into three activities, namely introduction, core activities, and closing activities.

a. Introduction

The learning activity begins with prayer, attendance, and motivating the students. Then, the teacher provides an introduction that indirectly introduces the learning topic.

b. Core Activities

- 1) In the first stage, learning activities begin with essential questions. Teachers ask basic questions about expressing intention and a plan.
- 2) In the second stage, the teacher divides the students into groups and each group designs a project plan. Planning is done

collaboratively between the teacher and students. Each group is assigned to create a conversation about expressing intention and a plan, which will later be incorporated into a comic strip project.

- 3) The third stage is scheduling. Teachers and students work together to plan the activities required to complete the project.
- 4) The fourth stage involves teachers monitoring student activities and project progress. Teachers are responsible for monitoring student activities while completing the project.

#### **B. Theoretical Framework**

Writing is a complex process that involves organizing ideas and applying language skills to produce clear and effective texts. However, many students encounter various obstacles when learning to write in English class, especially when writing recount text. Some of the problems faced by students include difficulty in finding ideas to write about, the use of proper grammar, which confuses students with the existing rules, limited vocabulary, difficulty in structuring texts, and the use of punctuation marks, which can result in disorganized and difficult-to-understand writing. In addition, a lack of motivation to write can make students reluctant to practice and develop their skills. To overcome these problems, it is very important for teachers to apply effective teaching strategies and provide appropriate exercises for students. Teachers need to choose methods that can stimulate students' creativity and interest in writing, such as the use of media and interesting approaches.

The use of comic strips and project-based learning are effective and

interesting strategies to apply in teaching recount text writing in the classroom. Comic strips, as an attractive visual medium, can help students visualize their ideas more clearly through images and text, making it easier for them to develop the chronological story structure that is characteristic of recount text. Comic strips with pictures and colors can increase students' motivation to write. Meanwhile, the project-based learning approach provides opportunities for students to engage in real projects that motivate them to write with clear objectives. Collaboration in groups during this project also encourages the exchange of ideas among students, enriches their vocabulary, and trains their critical thinking skills in constructing narratives. The combination of these two strategies creates an interactive learning experience that not only improves writing skills but also builds students' enthusiasm for expressing their ideas creatively through writing.

In conclusion, the application of innovative teaching strategies such as the use of comic strips and project-based learning in teaching recount text writing can overcome various problems faced by students. By utilizing attractive visual media, students can more easily visualize and organize their ideas. Meanwhile, the project-based approach provides a real context that motivates students to write with more enthusiasm. Collaboration among students during the learning process not only enriches their learning experience but also enhances their communication and critical thinking skills. The integration of these two strategies not only contributes to improving students' writing skills but also creates a more dynamic and enjoyable

learning environment, which ultimately increases their interest and motivation in writing.