

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is also expected to give important background information for the discussion of related literature. The researcher is going to describe some theories. The discussion consists of: (1) Definition of writing (2) Kinds of Writing (3) Teaching writing (4) Picture Series (5) Procedure of Picture Series, and (6) Previous Study.

2.1 Definition of Writing

Writing is the way to communicate with another people by written words to express their ideas or some opinions. Writing should not be easy as the graphic presentation of spoken language (Brown: 2001). Then, writing also represents writers' ideas into a good text because in writing the writer should make the reader more understand the information from the text and what the writer write. It means that writing is difficult way to share and argue something in our mind.

Writing is how the writers give information and message to make the readers understand what the writers opinions in that writing (Brown, 2001). Writing is the way to communicate between the writer and the reader in the text. The information or message can be codes, pictures words and also sentences. Writing is the way to communicate and give some information to the reader without meeting the writer directly.

Meanwhile, "Writing is graphic symbols which have to be arranged to form words, and then words have to be arranged into sentences. Then the sentences are arranged until become a text"(Byrne: 1988), It means the writer must consider the way of combining and arranging sentences. The sentence which is arranged must connect with other sentences so that formed a text coherently. Therefore, the written text still must be revised in order that become good writing. "Writing is an act of self-expression" (Cortes: 2011). However, as states that writing focus on readers and purpose, as well as a process of creating and

recreating writing until the writers discover it (Gebhard: 1996). From those definitions, the researcher concludes that writing is indirect communication which is removed ideas, feeling, and experience into written form.

So, Writing is an activity to communicate one's by using letters, words, phrases and clauses to form a series of related sentences. This definition shows that using writing is conveying a message through a written text. Through writing we can inform others, carry out transactions, persuade, infuriate, and tell how we feel, come to terms with problems, and learn to shape our thoughts, our ideas and our lives. However, we all know that writing and learning to write, especially in a second language is not simply a matter of "writing things down"; the process is very complex, and the old saying, "If you can say it, you can write it," is very simplistic. This would not be the kind of writing that students should strive to learn and teachers to teach. That writing is a process of continuing discovery that involves series of steps, not an automatic process (Langan: 2001).

Effective writing is a well-written piece can be described as incorporating elements of writing in such a way that a reader can experience the writer's intended meaning, understand the writer's premise, and accept or reject the writer's point of view (Dr. Ghazi Ghaith: 2001). Effective Writing is focused on the topic and does not contain extraneous or loosely related information; has an organizational pattern that enables the reader to follow the flow of ideas because it contains a beginning, middle, and end and uses transitional devices; contains supporting ideas that are developed through the use of details, examples, vivid language, and mature word choice; and follows the conventions of standard written English (i.e., punctuation, capitalization, and spelling) and has variation in sentence structure.

2.1.1 The Process of Writing

Writing process is the stages a writer goes through in order to produce something in its final written form (Harmer: 2004). Teachers have interaction with their students to make

the students more enthusiasm in teaching learning process especially in teaching writing. According to Ghazi Ghaith (2001: 1) Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Teachers also be a facilitator in improving and discovering of students' writing process not only in writing but also all of the subject.

According to Oshima Alice and Ann Hogue (2007: 15) the writing processes by using series picture are;

1. Prewriting

Prewriting is a way to get ideas. In this step, learners are given a set of series picture which has been given some keywords to guided their ideas, to explain the topic.

2. Organizing

Here learners describe the pictures to organize the ideas into a simple outline.

3. Writing

In this next step learners make sentences in a paragraph based on the outline of every series pictures from the first series till the last series. Notice the students added some ideas that were not in his outline.

4. Polishing

The last step here is polishing, that are revising and editing. Revising is attack the issues of content and organization, then work on the smaller issues grammar and punctuation.

2.1.2 Criteria of Good Writing

Oshima and Hogue (1991) state that a good writing has important element. They are as follows:

1. Unity

An important element of a good writing is unity. It discusses only one main idea in one paragraph. The position of main idea in one paragraph. The position of main idea may be at beginning, in the middle or the end of the paragraph.

2. Coherence

According to Oshima and Hogue (1991), another element of good writing is coherence. The Latin verb cohere means hold together. It means that the paragraph is easy to read and understand because supporting sentences are in some kind of logical order and ideas are connected by the use of appropriate transition signals.

2.2 Kinds of Writing

Writing has three kinds, they are writing sentences, writing a paragraph, and writing an essay:

1. Writing a Sentences

As we know, a sentence can be called sentence if it has subject and verb and it also has a meaning. Sentence is generally defined as a group of words that begin with capital letter and end by full stop, exclanatory mark, understandable, have a meaning and real.

2. Writing a paragraph

Oshima and Hogue (2007) paragraph is a group of related statements that a writer develops about a subject. There a three parts of paragraph:

a. Topic Sentence

Topic sentence states the main idea of the paragraph. It is not only the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph.

b. Supporting sentences

Supporting sentences develop the topic sentence. Explain the topic sentence by giving reasons, examples, facts, statistics, and quotations.

c. Concluding sentence

Concluding sentence signals the end of the paragraph and leaves the reader with the important points to remember.

3. Writing an Essay

According to Oshima and Hogue (2007) an essay has three main parts :

- a. An introductory paragraph
- b. A body paragraph
- c. A concluding paragraph

2.3 Teaching Writing

English is an international language that is used by many people for communication. One of the communication forms is writing. So, writing is an important part of language teaching. Based on Harmer (1998) there are 4 reasons for teaching writing to students of English as a foreign language. First is reinforcement, it means that students often learn English through writing because it eases them to memorize new vocabulary after they studied it. Second is language development, it means that students can develop their language through written text. It also helps them to learn English continually till they have become accustomed to do it. Third is learning style, it means students can improve another skill even

they feel difficult to write. The last is writing as skill, it means writing is a basic language skill. Student need to know how to write letter, advertisement, diary, invitation, and etc.

From the explanation about the importance of teaching writing above, English teacher should concern with the process of writing and approach in teaching writing. This approach focused on the final result, the coherent and the error-free text that is produced by the students. While, the activity of writing approaches are imitating, copying, and transforming models provided by the teachers or textbooks, (Nunan, 1999). In addition, based on Nunan (2005) the teacher also should know the principles of teaching writing as follow:

- a. The teacher must give explanation about the elements of writing in order that the students will be careful in writing
- b. The teacher must understand the student's desire. For example: the topic must be appropriated with background of the students.
- c. The teacher must give many chances for the students to write.
- d. The teacher must give feedback in correcting and revising in order that the student is more understanding in next writing.

There are several rules in teaching writing that teacher should consider as stated by Bachyani (in Rachmayanti 2013), They are: considering the students need, making a functional and communicative teaching writing, exposing the students how to write first then exposing them to different types of texts, exposing them to the process of writing by going through it including the sub skills of writing, motivating the students to express their ideas, teaching the students grammar and vocabulary inclusively in the writing task, and trying to accept students ideas and composition. After considering those rules, teacher can be a better educator who prioritizes students need and appreciates their work.

2.4 Picture Series

Students can construct their knowledge during learning procedure text easily by using media. One of the media is Series picture which draws a story. This medium fulfills the principles of using media issued by Nyoman S. Degeng (2001). Media which can be used to make the students learn more easily and the teacher teaches easily is the main part of the learning process. The media must be used in integrated way in teaching and learning and not only as ice breaker of teaching and learning.

To understand the way of the series picture, the students need to appreciate it in abstract way. In the same way, when they express their ideas to construct the story in a good coherence as well as unity, they have to think it in abstract way too. Both of them will be easier for them in learning process if the teacher can use picture series. It can not only help the students to get ideas more realistic in understanding the procedure text but also in constructing ideas to create it.

During the students are writing the text, they can use top-down technique in predicting the content of the text based on understanding of picture series (Brown: 2004). They can predict the content of the text easily based on their understanding about the picture series. The pictures give the schemata to the students to construct ideas from their background knowledge and experience.

2.5 Procedure of Picture Series

In this case the researcher gave a set of series pictures as strategy to make the learners easier to write down their ideas. Even there has been given any keywords to guide them when they wrote down. Students have 5 minutes to plan, 30 minutes to write and 5 minutes to edit. The researcher used series pictures, in order to make the writers or students easier to write down their ideas. In every series of pictures the researcher gave any keywords to guide them

when they make sentences to be a paragraph. According to Wright (1989:24-25, 41), the ways of teaching writing by using pictures in series are:

1. Write Anything you know
 - a. The teacher shows a picture in class.
 - b. Students write down any words they can think of related to the picture series.
 - c. Students combine the words into phrases and sentences.
2. Recombination
 - a. The students look at the picture in series showing in certain scene.
 - b. The teacher asks a variety of questions focusing on a teaching point based on the picture series.
 - c. The teacher introduces a sentence pattern
 - d. The students take the pattern and find different ways of applying it to the picture series.

2.5.1 Application of Picture series in classroom

According to Johnson (in Trianto, 2009: 12) states picture series learning using the steps as follows:

- a. Teachers convey competence to be achieved.
- b. Teacher presents the material as an introduction.
- c. Teacher pointing or showing picture series relating to the material.
- d. Teacher gives time the students to observe the picture series.
- e. Group discussion and explanation about picture series.
- f. Teacher begin to instill a concept or material according to the competency.
- g. Conclusion or summary.

2.5.2 Advantages

According Johonson (in Trianto, 2009: 12) states:

- a. Teachers know more about the capabilities of each student.
- b. Exercising think logically and systematically
- c. Helping students learn to think from the viewpoint of a subject language by allowing students in the practice of thinking.
- d. Develop motivation to learn better.
- e. Students involved in the planning and classroom management.

2.5.3 Disadvantages

According Johonson (in Trianto, 2009: 12) states:

- a. Use plenty of time.
- b. Many students are passive
- c. The teacher was worried there would be chaos in the classroom.
- d. It takes support facilities, tools and costs are sufficient to overcome the flaws mentioned above, the formation of a heterogeneous group performed for children who are less actively interact with an active child, as well with children who are less intelligent mixed with a smart boy.

2.6 Finding Previous Study

Here some previous studies are discussed to support the investigation, which are conduct researchers which are related to this study. *Acik Lisna Vandiw* (2013) *Using Picture Series to teach writing procedure text at first grade of SMP Muhammadiyah 3 in Mentoro Sumobito* the purpose of this study was performed to answer the research problem, "How the process to teach using Picture Series in teaching writing procedure text at first grade of SMP Muhammadiyah 3 in Mentoro Sumobito?" The subjects of this study were 32 students of

SMP Muhammadiyah 3 in Mentoro Sumobito. This study was aimed at implementation strategy in using picture series to help teacher in teaching writing better procedure text. This study was collaborative descriptive qualitative, which consisted of two cycles, each of which consisted of two meetings. The findings showed that the picture series as instructional media made the teacher and the students find that it was attractive, effective, easy to understand, and the most important is that it helped students to generate their ideas easily to narrate a story and achieve better performance in writing procedure than before.

Wavy Rachmawati (2013) *The Implementation of Picture Series in Teaching Narrative Writing for the Tenth Graders of SMAN 2 Ponorogo* the purpose of the study was preformatted to answer the researcher problem, “how to implementation picture series in Teaching Narrative Writing for the Tenth Graders of SMAN 2 Ponorogo?” the purpose of this study to make the students are interest in new things which can encourage them to pay attention and learn about it .descriptive qualitative was used in this study. The first subject of this study is the teacher has experience in teaching the tenth graders and that has been observed by the researcher. The second subject of the study are the students of SMAN 2 Ponorogo.

Thesis entitled *The Use of Series Pictures as Media in Writing Procedure Texts* (The Case of Tenth Grade Students of SMA N 2 Pemalang in the Academic Year 2007/2008) written by Turasih, NIM: 2201404642 (Language and Art Faculty of State University of Semarang, 2008) states that using series pictures to teach writing is a good innovation. It can stimulate the students’ interest in writing. The purpose in this study is to find out how well pictures give contribution to students in writing procedure texts. The result of the research shows that series pictures can contribute greatly to students in writing especially procedure

text. By looking at the pictures, the students were able to catch the idea of what had to be written.

As we have known in the previous study conducted by some researcher above, if the researcher compare with her study, it is rather same as those study in the idea of picture series, but it is different of focus study. Some of previous researchers use pictures series in order to make the teacher easier or other word to solve the problem in writing by using picture series. In this research, the researcher wants to describe the effectiveness of picture series which is applied by teacher in period for teaching writing. Event the last previous study is same focus on the area of effectiveness, the subject observed is different with this research. This research will be conducted in junior high school, certainly their background knowledge and the challenge faced by teacher is different form, thus researcher believes by doing this research will prove new different information and resources.