

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss about the variables that the researcher wants to conduct. Those are Writing Skill, Narrative Text, Four Square Writing Method (FSWM), and Picture Series.

2.1 Writing

This sub chapter will discuss related to writing skill which are definition of writing skill, the process of writing skill, the principle of writing, and teaching writing for senior high school.

2.1.1 Definition of Writing

Definitions of writing are stated by some experts. Based on Harris (1993: 10), writing is the process that needs much time to produce our vocabularies. We have to think what we want to write in the piece of paper. Byrne (1997: 1) argued that writing is the process to make coherence sentences. It is an activity of expressing someone's idea, feeling or thinking in written form. When someone tries to write something, it will show everything on their minds.

Caulmas (2003) stated that writing is a process of using words to create a text which has meaning that can be understood by the reader. Besides, it involves the activity of using written form to show our feeling and ideas (Mutiara, 2014). Writing is how the writers give information and message to make the readers understand what the writer's opinions in their writing (Brown, 2001). Moreover, Mayers (2005) suggested that writing is a process of organizing and writing the ideas on the paper. Furthermore, Nunan (2003) also stated that writing is the process to find ideas about how to make a good writing by thinking and expressing the idea, then arranging into

a sentence or paragraph. Therefore, the writer should be able to make his or her reader understand the message.

Chicaiza (2009:3) argued that the purpose of writing is to make the text. But Taylor (2009:96) said that its purpose is a media to give information for the readers. Nation (2009) believed that its purpose does not only explain the writer's meaning to the reader, but also writing has other specific purposes, such as to learn, to inform, to persuade, and to entertain. Same as Sujanto (1988: 68) and Reid (1994:2) mentioned that there are three purposes of writing as follows, to inform, it means that the writers give the information what they wrote to the readers. To explain, it means that writers interpret about something to the readers clearly. To amuse the audiences, it means that the writers hold the readers' attention and feel entertained.

Graham and Perin (2007) said that writing will help us to express our idea briefly and share everything what we want in the form of words, organization them into a sentence and become a good paragraph.

So, we can conclude that writing is the productive skill which expresses, explores and explains the writer's ideas and feeling for producing a written text to inform, to explain, and to amuse the reader and a good writing can make the reader easy to understand the writer's messages. In addition, by using writing, the students can be a professional writer.

2.1.2 Process of writing

According to Hedge in McDonough and Shaw (2003:163), writing process is represented by the stages as follow:

Getting ideas together → planning and outlining → making notes → making a first draft → revising, redrafting → editing → final revision

Furthermore, Richards & Renandya (2002: 315), Harmer (2004: 4-6), and Langan (2008: 17-19) proposed that there are four basic writing stages. They are planning, drafting, review and revising, and editing. Every stage of writing process can be explained as follow:

1. Planning

Planning is thinking of what comes on the writers' mind, what they are going to say or write. It makes the students generate their idea. In this stage, there are some activities that can be done to encourage the students to be able to write. Those activities include brainstorming (the students write what their idea after getting the topic, then the students write down it very quickly), concept mapping (the students draw a box, and continue for adding boxes, be connected to each other by arrows), free writing (spending a predetermined period of time writing nonstop, focusing on a specific topic), and using 5W questions (focusing a topic once you have made a selection by asking "who, what, where, when, and why").

2. Drafting

In this stage, the writers are focused on the fluency of writing. It means that the students must write fluently without taking the consideration of grammatical accuracy of the sentences but the students can concentration develop planned idea. In this stage, the students have the chance to write everything that comes into their mind according to the topic that they want to write. The students can correcting their written in next step.

3. Reviewing and Revising

Review and revising means the student can check their written. The student read what their written by self or with the friend. They can check what the less in their written, and they can add the new information. In this process, the student concentration in correcting or adding new information and new support as needed in student written. In other words, the writers review their text on the basis of given feedback to make sure that their writing can be understood by the readers.

4. Editing

Editing is a stage which the writers have edited and made revisions or changed their draft into their final version. The activities have already done by the students at this stage. It is found that their mistakes on grammar, spelling, punctuation, sentences, diction, sentence structure, etc. This is the benefit process in writing, because the student can making perfect their written.

In summary, the process of writing consists of planning, drafting, revising and editing. These processes are done in a cycle but sometimes recursively, even disorderly. The important point is each stage of writing process can help and guide the students to be able to write effectively.

2.1.3 The Principle of Teaching Writing

Nation (2000: 93-95) proposed four principles of teaching writing. Those principles are: Meaning-focused input which is considers that the students need to bring their experience and knowledge to their writing. Meaning-focused output which is considers that the students need to practice a lot of different kinds of writing with delivering the message on their writing. Language-focused learning which is considers that the students need to be aware in writing

process. Fluency development which is considers that the students need to produce writing in a reasonable time.

Based on Nunan (2005) the principles of teaching writing as follow: The teacher must understand the desire of the students. For example: the topic must be appropriated with background of the students. The teacher must give many chances for the students to write. The teacher must give feedback to correct and revise so that the student is more understanding in next writing. The teacher must give an explanation about the elements of writing, so that the students will be careful in 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, 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. Harmer (2007) also mentions three teacher's role in teaching writing; as motivator, resource, and feedback provider to guide the students in the process of writing.

2.1.4 Teaching Writing for Senior High School

English is taken as compulsory subject for students of Senior High School. Teaching English in Senior High School must cover four language skills, one of them is writing. There are some writing competences that the students must accomplish according to the regulation of ministry of national education. Those competences are written in the standard competence and basic competence. The content of standard competence and basic competence for senior high school, especially XIth grade in the first semester can be shown in the table below.

Standard Competence	Basic Competence	Indicator
6. Mengungkapkan makna	6.1 Mengungkapkan makna	• Mengidentifikasi

dalam teks esei berbentuk <i>report, narrative, dan analytical exposition</i> dalam konteks kehidupan sehari-hari	dalam bentuk teks fungsional pendek (misalnya <i>banner, poster, pamphlet, dll.</i>) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	komplikasi dalam sebuah cerita narasi <ul style="list-style-type: none"> • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi proses sebuah peristiwa
	6.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report, narrative, dan analytical exposition</i>	

From the table of standard competence and basic competence above, there are some texts that should be learned by the students. Those are banner, poster, pamphlet, and et cetera. In addition, texts which are categorized as essays such as report, narrative, and analytical exposition should also be learned. However, in this study, the researcher will only focus on narrative text.

2.2 Narrative Text

This sub chapter will share two important points which are Definition of Narrative Text and Characteristics of Narrative Text.

2.2.1 Definition of Narrative Text

Learning text types in Senior High School is featuring the languages which are dominantly used to compose the narrative text. Sadler (2000) said that Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

It is an imaginative story to entertain people and it is a spoken or written account of connected events, a story. Narrative text dominantly constructed in past tenses. It is logic because each story happened in the past time. Good story should have interesting content. It should tell an event to engage the audiences. Therefore, it should be detail and clear.

The Language Features of Narrative Text are following:

- a. Using part action verb: Climbed, Turned, Brought, etcetera.
- b. Using specific noun as pronoun of person, animal in the story. Example: The king, the queen, etcetera.
- c. Using adjectives which are for noun phrase. Example: Long black, hair, two red apples, etcetera.
- d. Using time connectives and Conjunctions to arrange the events. Examples: Then, before, after, soon, etcetera.
- e. Using adverbs and adverbial phrase to show the location of events. Examples: Here, in the mountain, ever after, etcetera.
- f. Using dialogue to elicit an emotional response from the reader.
- g. Using Past Tense
- h. Using of variety of simple, compound and complex sentence

Meyers (2005) said that in writing a narration, the text should achieve the following goals:

- a. It is unified, with all the action developing a central idea.
- b. It is interesting, it draws the readers into the action and makes them feel as if they're observing and listening to the events.

- c. It introduces the 4W of a setting”who, what, where, and when” within the context of the action.
- d. It is coherent: transition indicates changes in time, location and characters.
- e. It begins at the beginning and ends at the end. That is, the narrative follows a chronological order with the events happening in a time sequence.

According to Nancy (2006:21), a narrative text usually has description of features and rhetorical steps or part of narrative text structure, such as:

- a. Plot which answers the questions “What is happening in the story?” and “What is the sequence of events?”
- b. Characters which drive the action in the story. Characterization addresses the questions “Who are these people?” and “Are they believable?” Characters need to be authentic for the reader to connect with them.
- c. Setting which informs the reader of where the story is taking place.

From the explanation above, we can conclude that narrative is a kind of text to tell the activities or events in the past, which gives priority to the problematic experience and resolution with the purpose to amuse and often be intended to give moral lesson for the reader.

2.2.2 The Characteristics of Narrative Text

Writing a narrative text is similar to academic writing. There is rule to make that story more interesting and the reader is able to understand. Derewianka (1990) said that Narrative has five stages, there are:

- a. Orientation

This is beginning of the story in which the writer tells the audience about who the characters are, where the story is taking place and when the action happens. The criteria of Orientation steps are following:

1. Introduces the characters and tells the reader something about them
2. Tells the reader when, where, who, what and why
3. Gives a hint about the problems which the characters will encounter

b. Complication

Where the reader discovers the problem and something happens that the characters do not expect. The story is pushed along by a series of event, which we usually expect some sort of complication or problem. This complication will involve the main characters and tell the beginning of the problem which lead to the crisis of the main participants.

c. Resolution

This part consists of solution the problem toward conflict that happened in happy ending or in a sad (tragic) ending.

In short, as stated in paragraph above, the generic structure of narrative text are orientation, complication, and resolution. They must be integrated as a whole in order to make a complete story.

2.3 Four Square Writing Method (FSWM)

This sub chapter will share three important points are presented. They are definition of Four Square Writing Method (FSWM) and the implementation of Four Square Writing Method (FSWM).

2.3.1 Definition of Four Square Writing Method (FSWM)

As a teacher, we have to find a method to make teaching learning process can run well in order to the students can be more attractive in the class. Four Square Writing Method (FSWM) or called often as Four Square Graphic Organizer or Four-Square Strategy is a method developed by Judith S. Gould and Evan Jay Gould in 1999. Based on Gould (1999), four square writing method is one of methods that consists of four squares which are connected to each other with another box in the middle, it can help students to plan and organize their ideas in writing. Rizqi (2013) said that Four Square Writing Method is a method of teaching basic writing that is applicable across grade levels and curriculum areas. It can be applied for narrative, descriptive, expository, and persuasive paragraph and essay of writing (Gould et al 2010: 85).

Four square writing is pre-writing and organizational skills which to be taught by using a graphic organizer consisting of four outside squares (Juitania: 2013). Gould and Burke (2002:61) stated that Four Square Method is a simple open-ended graphic organization method which is designed to help students focus, organize and support their writing in detail. Besides, based on Gould (1999), four square method is a helpful graphic organizer in arranging ideas before writing. Moreover, four square writing method is a fun way to ease students to collect their idea in a form of a paragraph. So, using four square writing method can make the students easy to develop their idea into a paragraph.

FSWM also helps the students to organize and brainstorm in the beginning of writing process. FSWM is a great way to learn because it is easy and helpful to use, then it makes students more creative in writing text or essay. FSWM uses step by step approach that is built around a simple graphic organizer. It makes students easy to write on good cohesiveness and coherence, and transition words (connectors). Four Square Writing Method also helps the

students to focus on the topic, organizes the ideas well, and supports detail sentences for their writing result.

FSWM provides beneficial and helpful graphic organizer/ template that can be used in the planning stage of writing process. It provides much of material that will be applied in the drafting stage of writing. Gould also added that by using Four-Square method, it helps to organize thought or plan before writing. Thompkins (2006) stated that four square can improve comprehension by using writing.

It can be concluded that Four Square Writing Method (FSWM) is a method which consists four squares and one square in the middle of the four squares. The middle square is for topic sentence, three squares are for supporting sentences and one square for concluding the sentences. Teaching writing by using Four Square Writing Method has some benefits; those are to help the students generating ideas and organization, and also to help eliminating the common errors need for rewriting.

2.3.2 The Implementation of Four Square Writing Method (FSWM)

In the teaching learning activities, every strategy has some procedural like Four Square Writing Method. Based on Gould (1999), he described the implementation of Four-Square Writing Method as follow:

Teacher	Students
Ask the students to draw and divided square into four smaller squares with the same size in each square. One another square or box is drawn in the middle of the big square. So that, the five squares are drawn	Draw and divided square into four smaller squares with the same size in each square. One another square or box is drawn in the middle of the big square. So that, the five squares are drawn
Giving brainstorming to generating the idea	Pay Attention and giving feedback

Ask the students to write a topic sentence in the center rectangle	Writing a topic sentence in the center rectangle
Ask the students to write supporting sentences and categorize them in the bottom left, upper left and upper right square	Writing supporting sentences and categorize them in the bottom left, upper left and upper right square
Ask the students to make a conclusion or a summary sentence in the bottom right square. The concluding sentence describes the writer's feeling about the topic.	Making a conclusion or a summary sentence in the bottom right square. The concluding sentence describes the writer's feeling about the topic.
Ask the students to develop the ideas into a paragraph.	Developing the ideas into a paragraph.

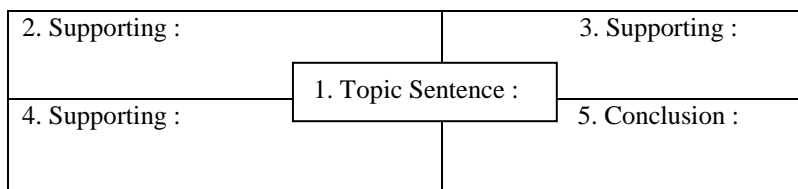


Image of Four Square

It can be concluded that through these steps, the students will be guided to use specific instructions to write and organize their ideas before finally writing the draft.

2.4 Think Pair Share

This sub chapter will be discussed related to picture series which are definitions of Think Pair Share and The Procedure of Think Pair Share.

2.4.1 Definition of Think Pair Share

Kagan (1994) states TPS is a cooperative learning strategy that can promote and support higher level thinking. The students have time to think and then share their ideas with their friends in pairs. The teacher asks students to think about a specific topic, pair with another student to discuss their thinking and share their ideas with the group. In addition, Nur (2008) cited in Mondolang (2013: 206) states that TPS is a cooperative learning structure that is very useful, the

point is when the teacher presenting a lesson, asking students to think the question teacher, and pairing with partner discussion to reach consensus on the question. Finally, the teacher asks students to share the discussion.

Think-Pair-Share provides students with the opportunity to carefully think and talk about what they've learned. The strategy requires a minimal effort on the part of the teacher yet encourages a great deal of participation from students, even reluctant students.

From the definitions above, it can be concluded that Think-Pair-Share refers to one of the cooperative learning strategy that sets students to work in pairs. Students have to think about a topic and share their idea with pairs. Therefore, they have opportunities to convey their idea and share the idea in whole class or in a group.

2.4.2 The Procedure of Think Pair Share

Think-Pair-Share model consists of some steps. Kagan (2009) states that there are five steps in Think-Pair-Share model, they are:

1. Organizing students into pairs

Think-Pair-Share model is begun by dividing the students into pairs randomly. The purpose of choosing randomly is to avoid the gap between high students and low students. Besides, they will have higher chance to know each other closely, and it will increase the respect of a student to others.

2. Posing the topic or a question

Next step is posing a question or a topic to the students. This question should be in general and has many kinds of answers. For example, "what do you know about narrative?" It makes the students think deeper and deeper, and they can give their opinions in many aspects.

3. Giving time to students to think

The teacher should give the students several minutes to think an answer of the question given before. Hopefully, each student has a different answer to be shared to his or her friends.

4. Asking students to discuss with their partner and share their thinking

In this section, each student will share his or her own answer to his or her partner in pairs. They will share their thinking and discuss each other to find the best answer. Furthermore, this activity can be developed into higher level by gathering one pair into another pair. It helps the students to improve their critical thinking and analyzing. However, this activity helps the students develop not only their knowledge, but also their communicative skill and confidence.

2.5 Picture Series

This sub chapter will be discussed related to picture series which are definitions of Picture Series and The Use of Picture Series in Writing Narrative Text.

2.5.1 Definition of Picture Series

According to Hermanto (2013: 150), picture series is one of the effective media in teaching writing because the implementation of this strategy is combined with writing process approach and four teaching and learning stages. The use of Picture Series as media in language teaching is not a new thing. Brown (2001) stated that pictures not only bring images of reality, but also can be function as a fun element in the class.

According to Mansur (2011:24), Picture Series have some advantages, which the students can be better to understand the meaning of word and to improve their idea. Picture makes students easier to write story, it is caused the students can see step by step story that students want to write. They will be more interested in what the teacher teaches in language lesson. In addition, the use of picture is very economical, it is not needed much money and time. Wright

(1989: 17) said that Picture Series can motivate the students and make him or her pay attention, stimulate and provide information to be referred to the conversation, discussion, and storytelling. Another expert, Shores (1960: 189) also said the advantages of pictures series which are “Pictures can stimulate expression, develop understanding, and provide opportunities for individual or group study”.

According to Burns and Broman (1975: 11), picture series also help a new topic or catch the interest of the children as they look at point and talk about them. Meanwhile, Morgan and Bowen (1994: 1) said that the use of picture series can allow the teacher to talk less, a student with a creative imagination will often find learning a new language easily and enjoyably through the use of pictures while he finds it difficult to learn only from a textbook and dictionary, and to inspire the imaginativeness both of teacher and students' comments, guesses, interpretations and arguments.

Ariningsih (2010) stated that picture series makes the students not only hear but also see the sign that expresses the words or idea. The students can understand easily what is happening in the pictures as they provide material that offer guidance on vocabulary, sentence structure, and organization yet lets the students write about new subject matter. The pictures can also improve the students' idea in writing a text compared with only listening to the teacher's explanation. It can also motivate the students to give more attention to the lesson.

The use of picture series can help teaching and learning process run well. It also helps them with the vocabularies. Picture media can motivate the learners to write too, because it attracts their interest and helps them understand ideas, acquire information, and overcome the limitation of time, size and space. The teacher will be easier to explain the material as the picture helps her to integrate the materials and makes the students understand.

Cahyono (1997: 114) explained that pictures can be used to develop motivation of students' learning. In addition, utilizing a fun media in the process of teaching and learning will help students to explore their ability.

So, using pictures will make clear about what the teacher means and makes the students easier to understand. It is hoped that teaching and learning process especially in writing class will be more effective.

2.5.2 The Use of Picture Series in Narrative Text

As we know, sometimes the student cannot improve their idea if the teacher asks them to make a story or paragraph. It is caused of the students who are confused what will they want to write. So, the teacher must help their student by giving a media to make the student easier. The teacher can use media like: picture, video, and etc. In writing narrative text, the use of picture series is very useful and helps the children to brainstorm the students' idea. A picture series does not only provide basic material for composition but also to stimulate their imaginative powers (Heaton, 1996: 33). According to Wright (1989 : 201) picture series consists of cartoon strips and instruction strips. Cartoon strips and instruction strips are potentially useful. The strips can be kept as they are and used to contextualize a story on description of a process. It means that, picture series need to be used by the teacher in order to the students think chronologically on their writing.

According to Wright (1989:186), the sources of the picture are comic and cartoon strips. They are picture series which are closely related to a narrative text. Those will help the students in arranging sentences into a form of text; the writer will use this kind of picture to be a media for students in writing narrative text during the research. Wright (1989:201) stated that

Cartoon strips and instruction strips of picture are potentially useful. Experience will show the teacher which strips are the most useful.

The strips can be kept as they are and used to contextualize a story or description of a process. First of all, the teacher can ask question to help the students grasp the meaning of the strip. Intermediate and advanced students can discuss the technique of people, setting, and the relationship between drawing and words.

Wright (1989:70) also stated that the well-established way of promoting storytelling, descriptive writing or writing about processes is to give the students a picture strip sequences. The picture strips devise interesting way in teaching language.

So, picture series can guide the students be easier in writing Narrative text. Picture can be interesting for students. The students will have imagination about the picture that they saw.

2.6 Previous Studies

There are many studies about the implementation of four square writing method.

Angelique Renee Treadway Duncker (2013) on her research's title "Exploring student perseverance in problem-solving". This study involved students in 10th-grade Geometry and 10th grade Honors Geometry in two similar high schools. The result showed that four square method can solve the students' problem in geometry of mathematic and has a positive respond from the students learning mathematic in senior high school. It also makes students has motivation in learning math. Using four square method also increase the students' confidence, willingness to work, sharing of ideas and strategies that they used to solve their problem.

On the other hand, Alana. (2013) on her research's title "The Effect of Four Square - Graphic Organizer on Science Education: Human Body Systems" . The participants were from

high school students in southern Louisiana. In this school, there were both middle and high school students. There were approximately 345 high school students and 226 middle School Students. This study used the experimental design. It was to find out how relevant the use of four square- graphic organizers would be for teaching concepts in the Science, particularly Biology. The result showed that four square-graphic organizers relevant for teaching concept in the Science education. It also makes the students easier to organize their vocabulary.

In English, Furtado, Leena (2010) on her study about “Enhancing Reading Summarization Skill Using Twin Text with Four Square”. This study used classroom action research. They were all male that six-years-old in first-grade students who are reading at or above the third grade level during the first trimester of the academic school year in a Southern California public school in America. The students read "twin text" sources, fiction is narrative and nonfiction literary is exposition. The result of the study showed that four square increase the students' summarizing skill and make the students easy to understand what they read. Four-square activity also helped the students clarify certain vocabulary in their reading summarizing.

Kandy,bovich, S (2015) on her study “Going Graphic: 4 Squares For better Speaking” This study used classroom action research and it was implemented for public speaking in senior high school. The result showed that four square methods was successfully applied in teaching speaking that focused on coherence because it helped the students organize concepts, vocabulary and grammar on their speaking content. The situation of classroom became conducive and the students have a positive attitude that indicated giving positive respond on four square method in speaking.

Ariningsih (2010) examined whether using picture series is more effective than using translation in teaching writing for the seventh grade students of SMPN 1 Tanjunganom. The

research method was experimental. The subjects were the students of the seventh “A” class and the seventh “B” class. Each of them consisted of 36 students. There were 18 boys and 18 girls in the seventh one and there were also 18 boys and 18 girls in the seventh two. The seventh one was as an experimental class which was taught using picture series and the seventh two was as a control class which was taught using translation. The result showed that the picture series was more effective than translation to teach writing for the seventh grade students of junior high school.

Setyowati (2015) found out the significant effect of using picture series on students’ writing ability in writing narrative text at the tenth grade students of SMAN 4 Tanjung Jabung. The design of this research was quasi-experimental design. There were two classes as object in this research. There were X.2 as control class and X.3 as experimental class. The result showed that the use of picture series as media in writing narrative text was effective towards students’ writing ability in narrative text.

Wahyuni (2013), The Effectiveness of Using Picture Series as Media in Teaching Speaking of The First Grade Students Of SMAN 1 Kampak. The research design was pre-experimental design using quantitative approach. The T- score is 12,291, whereas T- table with significance level 5% is 2.042. Therefore, T- score was greater than T- table. This means that H_a which stated that there was significant effect using picture series for teaching speaking to the first grade students of SMAN 1 Kampak was accepted.

2.7 Summary

From the result of the previous studies, the researcher assumes that four square writing method is the flexible method to help the students understanding in learning process. Most of the

studies showed that four square method is effective method in learning process and it has a good effect for the students such as to solve the student's problem in organizing the concept, vocabulary, and grammar, to make a classroom situation become a conducive, students have a positive attitude like a positive respond, the last is to make a student's enthusiasm in learning process.

Therefore, the researcher will apply four square method in writing class to know the effect of using four square method on students' writing narrative text. To make different with the previous studies, this study not only focuses on the understanding of the material but also the students' idea, the organization of the text that includes coherence and cohesion. Then, the researcher will implement the method in the higher level that is Senior High School. And also to support the students getting the ideas, the researcher will use such kind of media which is picture series. So, the researcher conducts the use four square writing method on writing ability at senior high school especially in narrative text. The researcher chose narrative text because this media is suitable with narrative text to make the students easy getting the clues for generating and organizing the students' ideas.

2.8 Hypothesis

The researcher proposes that by using Four Square Writing Method through Picture Series has a significant effect in writing Narrative Text for XIth grade at SMA Nusantara Balongpanggang.

